

The Leadership Role of the Principal in Building Teacher Professionalism in the Pembina State Kindergarten Sebangau District

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ABSTRACT

The principal's leadership is the ability and authority to influence, move and direct actions and encourage strong progress and enthusiasm to motivate all school members. The leadership role of the school principal is the main focus in developing teacher professionalism. The aim of this research is to determine the leadership role of school principals in fostering teacher professionalism in the Pembina State Kindergarten, Sebangau District. The research method used in this research is descriptive qualitative research and the data collection process uses observation, documentation and interview techniques. The results of the research show that the leadership of the principal of the Pembina State Kindergarten, Sebangau District, has carried out its role effectively in developing teacher professionalism. This is evident from its role in implementing leadership functions, leadership principles and the leadership role of the school principal. Apart from that, the principal also continues to strive to encourage and motivate involving teachers or teaching staff at the Pembina State Kindergarten, Sebangau District, to continue learning, practicing and developing by utilizing various teacher learning activity programs such as the independent learning teacher training program, seminars, webinars and other activities. which contributes to the professional development of early childhood education teachers.

Keywords : Principal Leadership, Professionalism, Teachers

I. Introduction

Leadership comes from the word "leader" in English which means "leader". Furthermore, "leadership" means "leadership". A leader is someone who serves as a leader in an organization. Meanwhile, leadership refers to the activities or responsibilities carried out by a leader to influence other people in achieving several goals. In this definition, leadership not only includes the position held by one person but also includes the processes and efforts made to achieve common

goals in an organization through the influence and coordination of everyone involved in it. (Djafri, 2017). In general, leadership is a sense of ability and readiness within a person to carry out the functions and goals of leadership itself. This is done by influencing, encouraging, inviting, guiding, moving, directing, and if necessary forcing other people in the group he leads to be able to accept the influence given, so that they can help achieve a certain goal that he has set. In building appropriate, effective and efficient leadership, various paths are used according to the type of leadership used when leading (Sari, 2023). Leadership is very important and influential in various organizations, including school organizations. Leadership in school institutions involves the principal as the most important figure who leads a school institution.

The principal plays the main leadership role in the school. Welch as quoted in (Yuliana, 2021) revealed that the principal is a leader who has more abilities in the field of education. School principals must have knowledge that can be applied in their involvement in various aspects of the educational process. Principal is a position that a person achieves after having a long career as a teacher. A person who is trusted to be a school principal must meet several specified criteria. According to Davis G A and Thomas M A, (Mulyati, 2022) An effective school principal has the characteristics, namely: 1) has a leadership spirit and is able to manage or lead the school, 2) has the ability to solve problems, 3) has social skills, 4) is professional and competent in his field of work. From this statement it can be said that leadership is an important responsibility that must be carried out by a school principal.

Principal leadership is a process that fosters effective reciprocal relationships between leaders and those they lead through good interpersonal communication skills. In this way, strong cooperation and mutual understanding can be established between personnel, in accordance with the responsibilities and tasks that have been determined at the school (Nasution, 2015). The principal plays a very important role in influencing and directing school staff and teachers to work together to achieve school goals. Teachers' work motivation in carrying out teaching duties is determined by the teacher's performance and the leadership of

the school principal. Effective leadership from a school principal has an impact on teacher work results (Lazwardi, 2016). In this regard, the leadership of a school principal has an important role in teacher professionalism.

In this context, the role of teachers and school principals has a very important position in determining the quality of education. The quality of teachers cannot be separated from the quality of the principal's leadership. Teachers as the main element in the educational process have a very important role in achieving educational goals. Teachers also play a key role in the implementation of education, because teachers are indispensable figures to spur the success of their students. Therefore, teachers have the authority to teach based on their qualifications as professional educators. In an effort to improve the quality of education, teacher professionalism is a very important factor. Muhlison (Munawir et al., 2023) said that a professional teacher is someone who has special skills or abilities in developing students, both from an intellectual, spiritual and emotional perspective. Hamid also said that a professional teacher will be reflected in the performance of carrying out tasks which is characterized by expertise in both materials and methods. With this expertise, a teacher is able to demonstrate his autonomy, both personally and as a professional. Apart from their expertise, the teacher's professional figure is demonstrated through his responsibility in carrying out all professional services. He should be able to assume and carry out his responsibilities as a teacher to students, parents, society, nation, state and religion. Professional teachers have social, intellectual, moral and spiritual responsibilities (Hamid, 2017).

Teacher professionalism is very important in the world of education. Not only does he master the subject matter, a teacher must also have the ability to manage the class, interact with students, and follow the latest developments in the world of education. Professional teachers not only have a positive influence on student development, but also become examples for the surrounding community. Thus, teacher professionalism can be seen from the teacher's ability, competence and motivation in carrying out their duties. The professionalism of a teacher

cannot be separated from the leadership role of the school principal in leading, guiding and developing.

The leadership role of the school principal is the main focus in developing teacher professionalism. School principals have a central role in creating a work environment that supports the professional growth of educators. The school principal has a very important role in developing teacher professionalism. The principal is not only responsible for school administration, but must also be able to be an inspirational leader, learning facilitator, and mentor for teachers. Effective principal leadership will create a work environment that is conducive to teacher professional development. A deeper understanding of how principal leadership influences the quality of teaching and learning can provide valuable insights for the development of educational policy and leadership practice at all levels.

Based on initial observations by researchers so far, it shows that the Principal of the Pembina State Kindergarten School, Sebangau District, has carried out his role effectively in developing teacher professionalism. This is evident from the application of leadership functions, leadership principles and the leadership role of the school principal. Apart from that, the principal also continues to strive to encourage and motivate involving teachers or teaching staff at the Pembina State Kindergarten, Sebangau District, to continue learning, practicing and developing by utilizing various teacher learning activity programs such as the independent learning teacher training program, seminars, webinars and other activities which contributes to the professional development of early childhood education teachers.

Therefore, this research aims to find out more about the leadership role of the principal of the Pembina State Kindergarten, Sebangau District in fostering teacher professionalism, with the hope of making a good contribution to the leadership role of the PAUD principal. The problem formulation used in this research is: 1) What is the leadership of the school principal at the Pembina State Kindergarten, Sebangau District?; 2) What is the role of the school principal in developing teacher professionalism in the Pembina State Kindergarten, Sebangau District?

Method

This study used descriptive qualitative method. In this research, data and information were obtained from sources/informants, namely the Principal of the Pembina State Kindergarten School, Jalan Panenga. The research location was at the Pembina State Kindergarten, Sabangau District, Palangka Raya City. The data collection process in this research was carried out through observation and interview techniques.

Literature Review

A. Leadership

Meaning of Leadership

Leadership is a term that comes from the English language "leader" which means "leader". A leader is a person who guides, while the term 'leader' refers to his position. Etymologically, the term 'leadership' comes from the word 'lead', which produces the verb 'lead' which means to guide and direct (Ashlan & Akmaluddin, 2021).

A leader is a role in a certain system, so someone who holds a formal position does not necessarily have leadership skills or is able to lead. The term 'leadership' relates to a person's ability, expertise and level of influence so that leadership can be possessed by someone who does not hold a leadership position (Sidiq & Khoirussalim, 2021).

Several experts also provide definitions of internal leadership (Rahmi, 2021).

1. According to Rauch, leadership is the process of influencing the activities of a group towards achieving goals.
2. According to Jacobs, leadership is the process of providing significant meaning or direction.
3. According to Tannenbaum, leadership is interpersonal influence exercised in certain situations and directed through communication to achieve one or more specific goals.

From the several definitions of leadership described above, it can be understood that leadership is the process of achieving a goal carried out by someone called a leader by involving other people who are called followers or subordinates.

Leadership Function

In general, leadership has the function of determining direction, mediator, integrator, transformer, communicator, motivator and innovator (Tambunan, 2017) The following is a further explanation of the leadership functions that have been mentioned.

1. Direction Function

Leaders have a function in determining the direction the organization will take. Leaders must identify and determine the desired vision, goals and objectives by considering factors such as the resources used, support systems, time set and costs used to achieve the goals. This function is also a strategic function of leaders who are expected to be able to contribute to success in achieving the vision and goals of an organization that is able to compete in terms of quality and is able to survive in running an organization.

2. Mediator Function

Every organization definitely has different problems that can arise from both the internal and external environment. Facing these various problems, the role of a leader as a mediator is very important, especially to resolve current problems and make decisions or policies that take into account the common interest. In the mediator function, the leader brings together these various aspects of the organization to produce ways and accomplish means. To achieve mediator work, leaders must have high social characteristics and carry out development in their processing areas. A wise leader will not let various problems drag on until they have a negative impact on the organizational environment, but he will act quickly

and effectively to resolve various existing problems by involving all elements in the organization.

3. Integrator Function

This leadership function aims to answer and address all needs within the organizational environment to develop mutually beneficial cooperative relationships so that organizational operations can run successfully. To carry out this function effectively, a leader needs to have good moral character and integrity. This will enable leaders to always emphasize the importance of individual or group welfare.

4. Transformer Function

This leadership function is not limited to bringing people together, meeting everyone's needs, mediating, and achieving unity. However, the leader in question is fully committed to transforming the people he leads to be more humane and better than before. Insanity, empathy, caring, humility and clarity of heart, as well as leading with the heart will be better able to carry out its function as a transformer.

5. Communicator Function

An effective leader is a leader who can communicate both with the people who are directly under his leadership and the people around him. In order to easily handle tasks, leaders must be able to create teams that can create differences in behavior and resolve conflicting beliefs so that leaders can handle tasks easily. In addition, dreamers must have the ability to negotiate effectively to resolve disputes and conflicts between parties without the need for third party intervention. To be successful in communicating, a leader needs to have a strong sense of self-confidence when communicating. Whatever the situation, a leader will always be able to show his side towards others by using politeness.

6. Motivator Function

This function aims to motivate and direct all people under him to create a good and harmonious situation in their environment; follow the rules of organizational life; work hard to create positive progress, stay

active and provide valuable benefits to others and create a good and quality life.

7. Innovator Function

In the context of leadership, innovators aim to strengthen the organization through various perspectives that contribute to the growth and development of the organization. Innovation refers to the creation of something new or innovative. A leader's innovation can be applied in various forms, such as: developing a new vision to meet the needs and transform the organization they lead; increasing organizational dynamism and diversity, as well as finding solutions to problems within the organization. Innovation born from a leader can be seen from the results achieved by the organization he leads through changes in ideas/beliefs, procedures, structures and systems, which move the organization in a more positive direction compared to the organization he leads. previous experience.

Leadership Principles

Leadership principles as stated by Toman Sony Tambunan in (Suaraga, 2017) are as follows.

1. Serve

A good leader must be able to help fulfill the needs and desires in order to increase the level of respect the people he leads have for him. By adhering to the principle of equality, a leader will be more likely to prioritize the needs of his subordinates over the needs of individuals or groups.

2. Make decision

Decision making is the main task of a leader. Making decisions is a basic function of thinking, where the process of using thoughts is used to direct actions and make choices. Decision making and problem solving are one of the responsibilities of a leader.

3. Exemplary

Leaders who show a positive influence and provide good value to the organization and their followers will be able to become role models for them. The example of a leader is shown through an attitude that inspires, guides and motivates subordinates, has broad abilities, is creative, visionary, works honestly and sincerely, and has attention and concern. Leaders must be role models and their personalities must be able to be followed by the people they lead.

4. Responsible

Being a leader is a big responsibility that must be undertaken as a form of trust, support or belief from other people in the hope that the leader will bring about better change than the previous situation.

5. Cooperate

An effective leader will be able to create a positive work environment for all employees, communicate effectively with subordinates, and provide a safe work environment. As long as there is good teamwork, all work will be completed on time and the desired results will be achieved.

6. Creating Change

Leaders must create new opportunities to achieve basic needs that apply to all members of the organization, products and services. People with an innovative and creative leadership style will avoid work environments that are routine, monotonous, and do not provide a good path for their subordinates. In addition, leaders' creativity will help them create opportunities and face significant obstacles in achieving the desired goals.

The principles of educational leadership include:

- 1) The principle of service requires school leadership to implement elements of service in school operational activities.

- 2) The principle of persuasion requires leaders to pay attention to local situations and conditions in carrying out their duties for the success of current and future leadership.
- 3) In accordance with the principle of guidance, educators should make every effort to help students move towards the desired goals in accordance with the continuous growth of their classmates.
- 4) The principle of efficiency leads to improving the economic standard of living by making small investments to maximize profits.
- 5) The principle of continuity requires educational leaders to apply their leadership continuously, not just at certain times.

B. Headmaster

Definition of School Principal

The term principal consists of two words, namely "head" and "school". The word "head" refers to the leader or head of an organization or institution, while "school" is a place where lessons are received and given (Rizkiani & Sahaluddin, 2020).

In the Big Indonesian Dictionary, a school principal means a teacher who leads and manages a school. Apart from that, the principal is also referred to as the head teacher. According to Wahjosumidjo, a school principal is a functional teacher who is assigned to lead a school where the teaching and learning process takes place in the school and there is interaction between the teacher who gives the lesson and the students who receive the lesson (Muspawi, 2020).

Based on the definition above, it can be understood that the principal is a teacher who serves as a leader in the educational institution where the teaching and learning process takes place.

The Role of the Principal

The main role of the principal as an educational leader is to create a situation that allows teachers and students to carry out teaching and learning activities effectively (Zulaikah, 2020).

Wahjosumijo stated that there are two important roles of the school principal, namely that the principal acts as a central force that is the driving force of social life and the principal must understand his duties and functions for the success of the school, and have concern for the staff and students (Suaraga, 2017).

Furthermore, according to E. Mulyasa as quoted in (Lazwardi, 2016), to achieve his vision of improving the quality of educational staff, school principals need to have the following roles:

1. The principal as an educator, includes mental development, moral development and physical training for education staff.
2. The principal as a Manager, which is essentially a process of planning, organizing, implementing, leading and controlling the efforts of members of the organization as well as utilizing all organizational resources in order to achieve predetermined goals.
3. The principal as an Administrator, in this case he has a very close relationship with various administrative management activities in the nature of recording, compiling and documenting all school programs.
4. The school principal, as a supervisor, must be able to carry out various supervision and control to improve the performance of educational staff.
5. The school principal as a leader must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication and delegate tasks.
6. The school principal as an innovator must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, set an example for all education staff in the school and develop innovative learning models.
7. The school principal, as a motivator, must have the right strategy to motivate educational staff in carrying out their various tasks and functions. This motivation can be fostered through regulating the physical environment, regulating the work atmosphere, discipline, encouragement,

effective rewards, and providing various learning resources through the development of Learning Resource Centers.

From the explanation that has been outlined, it can be understood that the role of the school principal is very important in creating a quality educational environment. They must have a clear vision, be able to lead and motivate a team, and be able to carry out various roles effectively to achieve common goals.

Functions of the Principal

The functions of the school principal according to Usman in (Yuliana, 2021) are:

1. Function as Educator. The function of the school principal is as an educator, meaning that the school principal carries out planning, management and evaluation activities in learning.
2. Function as Leader. The principal's function is as a leader, meaning that the principal must be able to mobilize all the school's potential, especially teachers to achieve school goals.
3. Function as Manager. The function of the principal as a manager or manager is that the principal operationally manages students, personnel, curriculum, finances, facilities and infrastructure, school administration, as well as school relations with the community.
4. Function as Administrator (Policy Maker). The function of the principal is as an administrator or policy maker, meaning that the principal is the highest policy maker in the school. The school principal carries out careful environmental analysis, both economic, political and socio-cultural in developing strategies for school improvement.
5. Functions as an Entrepreneur. The function of the school principal as an entrepreneur is that the principal acts as an inspiration who comes up with creative and innovative ideas in managing the school. These creative and innovative ideas are needed because schools have limited financial

- resources and have advantages in terms of resources from the community and government.
6. Function as Working Climate Creator. The function of the school principal is as a working climate creator, meaning that the school principal is a catalyst for increasing teacher morale.
 7. Function as Supervisor. The function of the school principal as a supervisor is that the school principal must provide professional guidance to educators and education staff.

C. Teacher Professionalism

Definition of Professional Teacher

The word teacher in the Big Indonesian Dictionary is defined as "a person whose job (livelihood) is teaching. In general, a teacher can be defined as a person who has educational responsibility. Specifically, a teacher can be defined as a person who is responsible for the development of students by seeking the development of all their potential, including affective, cognitive and psychomotor potential (Munawir et al., 2023).

Professional is a job or activity carried out by someone and becomes a source of income for life that requires skills. or skills that have certain quality standards or norms and require professional education (Law Number 14 of 2005 concerning Teachers and Lecturers). Meanwhile, professionalism itself comes from the word *profession*. Profession has the same meaning as the word occupation or work that requires skills obtained through special education or training. In other words, a profession can be defined as a special field of expertise to handle certain jobs that require it (Lazwardi, 2016).

The definition of a professional teacher, as explained by Agus F. Tambayong, is an individual who has special abilities and expertise in the field of teaching, so that he can carry out his duties and functions as a teacher with optimal abilities. In this sense, a professional teacher is a person who has received good education and training and has significant experience in their field (Hamid, 2017).

Based on the Minister of Education and Culture Regulation No. 23 in article 1 of 2017, it is explained that teachers are professional educators who have the task of educating, teaching, guiding, directing, training, assessing and evaluating students at an early age through formal education, basic education and secondary education.

So, a professional teacher is an educator who has certain components in accordance with the requirements demanded by the teaching profession.

Teacher Duties

Law Number 14 of 2005 concerning Teachers and Lecturers (Article 1) states that the main duties of teachers are to educate, teach, guide, direct, train, assess and evaluate students in formal education at the basic and formal education levels.

Furthermore, it is said in (Sopian, 2016), teachers have duties related to the service and outside the service, in the form of service. Teachers' duties can be divided into three types, namely duties in the professional field, humanitarian duties and duties in the social sector.

1. Duties in the professional field include educating, teaching and training. Educating means passing on and developing values. life value. Teaching means passing on and developing science and technology, while training means developing skills in students.
2. The teacher's job in the field of humanity at school is to make himself a second parent, he must be able to attract sympathy so that he becomes an idol for his students.
3. The duties of teachers in the social sector, society places teachers in a more honorable place in their environment because a teacher is expected to gain knowledge. This means that teachers are obliged to educate the nation towards a complete Indonesia based on Pancasila.

Characteristics of Professional Teachers

A professional teacher has the following characteristics (Erindha et al., 2021)

1. Have a strong scientific foundation.
2. Comply with the punishment system in the form of professional sanctions.
3. Follow the selection system and be certified.
4. Have a professional organization (teacher organization).
5. Have self-militancy (individual).
6. Understand and have ethical principles (teacher code of ethics).
7. Based on personal (individual) competence.
8. Have a high awareness of professionalism.
9. Able to collaborate and compete healthily with colleagues.

II. Discussion

Principal Leadership

Leadership is a person's ability to influence, move and direct individuals or groups towards achieving goals set in certain situations. Leadership is part of the managerial aspect in an organization which holds an important position because a leader's leadership acts as a harmonizer in the process of cooperation between people in the organization (Zulaikah, 2020). There are also those who argue that leadership is an ability that certain people have to move, influence, motivate, invite, direct, advise, guide, order, order, prohibit and even punish and develop with the intention that other people will do and work to achieve goals. desired (Azhar, 2017). Leadership is an important responsibility that a school principal must have.

Based on Minister of Education and Culture Regulation Number 6 of 2018, the Principal is a teacher who is given the task of leading and managing educational units which include kindergartens, special kindergartens, elementary schools, special elementary schools, junior high schools, special junior high schools, high school, vocational high school, special high school, or Indonesian School Abroad. (Sari, 2023) explains that as a leader in the field of

education, the school principal must be able to manage educational facilities and infrastructure, special school services and other educational facilities in such a way that teachers and students can carry out their duties with satisfaction.

According to Greenfield in (Nasution, 2015) the principal must have 3 indicators that can be seen and 3 things that the principal must understand. The indicators in question are firstly commitment to the school's vision in carrying out its duties, secondly, making the vision a guide in taking action in carrying out its duties, and finally carrying out duties in accordance with teacher learning and performance with focus. The principal is someone who knows a lot about their duties and they are the ones who set the tone for their school.

The school principal has a very important role in managing educational activities in his school to achieve educational goals. In order for this goal to be achieved, the school principal must be able to utilize and utilize all existing school resources to achieve school goals. Management of school resources, especially teachers who are key to the learning process, will have a direct impact on achieving school goals. To carry out their duties effectively, school principals must understand, master and be able to carry out tasks related to their role as education managers. As a frontline leader, the school principal is responsible for coordinating various efforts to improve school quality (Irawati, 2021).

Based on the results of the interview, it is known from the informant's statement that he conveys how he works using a leadership role as expressed below:

"Kita ya tadi yang saya ucapkan tadi bahwa kita setiap minggu itu kita ada evaluasi lah namanya. Ada evaluasi untuk bagaimana karena kekurangan kita, apa yang kurang kita untuk mengajar misalnya sama kepala sekolah juga begitu evaluasi nanti bisa dievaluasi program kepala sekolah itu sudah terlaksana atau belum ke guru-guru programnya belajar mengajar itu sudah terlaksana apa belum? Nah seperti itu, jadi kita harus seperti itu kalau baru ya

koordinasi selalu. Harus dengan memburuknya kita enggak boleh kita abaikan. Jadi kita saling semua yang namanya saling mendukung, saling membantu saling berinteraksi. Saling itu semua harus kita jalankan supaya kegiatan belajar mengajar itu menjadi lebih baik” (Interview results 3 May 2024).

The quote above contains a statement from the principal explaining the importance of evaluation and coordination in improving the quality of teaching. Evaluations are carried out every week to find out deficiencies and weaknesses in teaching. This evaluation is an activity that involves school principals and teachers to assess the teaching and learning program. In carrying out evaluations, coordination is very important to correct deficiencies and weaknesses. This coordination is carried out between teachers and the principal to ensure that the teaching and learning program runs well. In this case, all parties must support each other and help in improving the quality of teaching. Evaluation and coordination must be carried out to improve the quality of teaching. In this way, teaching and learning activities can become better and more effective.

In leadership, evaluating leader performance is a very important process in school leadership. The purpose of evaluating the performance of school principals is to measure the implementation of aspects of managerial processes and substance, as well as performance achievements in academic and non-academic fields. This evaluation helps in improving the quality of education in schools by identifying strengths and weaknesses, as well as providing recommendations for improvement. This evaluation must involve all parties involved, such as teachers, staff, and parents, to ensure effective management and growth of educational institutions. Therefore, in a school principal's leadership, it is very important to implement coordination and cooperation between all parties to remain focused on the main goal, namely improving the quality of education.

The role of school principals in developing teacher professionalism

The main role of a school principal as an educational leader is to create a supportive learning environment so that teachers can teach and students can

learn as well as possible. In carrying out this task, the principal has two main responsibilities: taking care of school administration to ensure optimal learning conditions, and supervising that teachers can improve the quality of teaching and help student development.

According to Zainal & Elam as quoted in (Putri & Imaniyati, 2017) to improve the quality of the learning process for teachers and students, professional development refers to the efforts made by educators to integrate knowledge, technology and direct experience.

From this research, the indicators used are based on Abdul Majid's opinion, including: First, utilizing the latest information about developments in science and technology that supports professional development through various learning activities. Second, develop various learning models. Third, write scientific papers. Fourth, making learning tools or media. Fifth, participate in educational activities to improve student qualifications; and finally, participating in curriculum development activities (Putri & Imaniyati, 2017).

The following is a description of the informant's statement regarding the leadership of the school principal in developing teacher professionalism at the Pembina State Kindergarten, Sebangau District in the following interview results.

“Saya sebagai kepala sekolah selalu harus ya harus ngasih dukungan untuk guru berupa supervisi, misalnya terus berupa diskusi berupa tanya jawab dan langsung bisa kita lakukan untuk mendukung ibu guru supaya ibu guru bisa selalu selalu tampil dengan energik untuk mengajar, mendidik dan membina anak anak TK Pembina TK Negeri Pembina, itu satu yang kedua tentunya dengan dukungan bagaimana ibu guru Mengasah ilmu atau mencari ilmu dengan cara misalnya webinar terus workshop itu selalu di luangkan waktunya untuk hal itu. Karena itu harus dan untuk belajar ke depannya. Yang ketiga, ibu guru selalu belajar dengan masuk di platform merdeka belajar. Di DPPN itu jadi ibu guru selalu sudah belajar di situ Berarti di sekolah ini sudah menerapkan

kurikulum Merdeka belajar gitu mulai tahun kemarin 2023 kami sudah menerapkan kurikulum merdeka". (Interview results 3 May 2024).

Based on the interview excerpt above, the informant explains how the Principal of the Pembina State Kindergarten School provides support to the teachers under his auspices. This support includes 1) supervision and discussion, in this case the Principal provides direct supervision to teachers through discussions and questions and answers. The aim of this supervision is to ensure teachers remain energetic and motivated in teaching, educating and developing children. 2) Teaching and learning support. The principal also provides support to teachers in teaching and learning. This support includes the use of webinars and workshops to improve teachers' knowledge and skills. Teachers are expected to use their time effectively to study and improve their abilities. 3) Use of an independent learning platform. The Principal also ensures that the teachers under his supervision always learn and increase their knowledge through the Merdeka Belajar platform because this school has implemented the Merdeka Belajar curriculum since 2023.

Furthermore, there are also professional development programs that are regularly held by the school principal. This is based on the following interview quote:

"Ada setiap Minggu ada observasi ya untuk recalling lah istilahnya dari guru itu membahas bagaimana tuh kekurangan amanah kelebihan selama satu minggu untuk mengajar itu. Pertama, kalau setiap bulan itu kita belajar di platform merdeka belajar itu memang banyak sekali yang harus kita pelajari di situ itu programnya memang harus rutin ya. Itu yang di PM karena memang kita Platform Merdeka itu mandiri belajar ya jadi mandiri kita untuk belajar program kita yang kita mungkin bisa lah. Ibu guru ikut ikut workshop itu tadi. Jadi memang ada itu rutin". (Interview results 3 May 2024).

Based on the quote above, the informant explained that every week, there are observation activities carried out for "recalling". This means that teachers carry out evaluations about weaknesses, strengths and trust in teaching for one week. The aim is to reflect and improve the quality of

teaching. Teachers learn through the Merdeka Belajar platform. On this platform, there is a lot of material to learn, and the program is designed to be done regularly. This platform encourages teachers to learn independently and continuously improve their competencies. Apart from independent learning on the Merdeka Belajar platform, teachers also attend workshops regularly. This workshop is part of a learning program to improve their skills and knowledge.

The main strategy used by the Pembina State Kindergarten school principal to develop teacher professionalism is to learn and keep trying, as conveyed in the following interview excerpt:

“Ya strateginya harus belajar. Setiap saat harus belajar mengajar, belajar selalu belajar, tidak boleh mundur untuk belajar strateginya itu satu. Jadi niatnya harus ada niat belajar. Kalau niat sudah enggak mau belajar, ya enggak bisa kita strateginya satu harus niatnya harus belajar dan berusaha.” (Interview results 3 May 2024).

From the quote above, the informant revealed that the main strategy he carried out as a school principal in developing teacher professionalism was by studying and ensuring that teachers at the Pembina State Kindergarten always had a strong enthusiasm and intention to continue learning and trying.

How to shape teacher professionalism at the Pembina State Kindergarten, Sebangau District, is conveyed in the following interview excerpt:

“Ada pelatihan khusus ada pelatihan guru pelatihan guru itu kita kadang kadang ada program dari itu untuk workshop untuk belajar untuk studi banding gitu ya kalau yang dari sekolah itu khusus itu ya belajar di program merdeka belajar. Jadi yang dimaksud dengan ikatan guru taman kanak-kanak yaitu kita dan guru-guru TK itu berorganisasi dibawa naungan IGTKI yaitu ikatan guru taman kanak-kanak nasional di seluruh Indonesia dari sabang sampai Merauke. Itu ada semua jadi Kalimantan ada papua, ada seluruh Indonesia itu ada kegiatan IGTKI nanti kadang kadang karena itu setiap tahun ada 5 tahun sekali nanti ada personi”. (Interview results 3 May 2024).

Based on the interview excerpt above, the informant explained that the way to shape teacher professionalism at the Pembina State Kindergarten, Sebangau District, is that the school principal plays a role in involving teachers in special training activities, including workshops and comparative studies, to improve teacher abilities. Teachers also study on the Merdeka Belajar Platform and by joining the Indonesian Kindergarten Teachers Association organization. This organization functions as a forum for sharing experiences, improving abilities, and developing the professionalism of teachers. Indonesian Kindergarten Teachers Association. holds activities every year, but periodically, namely once every 5 years. This activity helps teachers to improve their abilities and share experiences with other teachers in Indonesia.

Based on the results of the researcher's observations, it was found that the role of the principal of the Pembina State Kindergarten, Sebangau District, was as follows:

1. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as an educator, which includes mental development, moral development and physical development for education staff. Where this can be seen from the vision, mission and objectives of the Pembina State Kindergarten, Sebangau District. The principal also shows examples of good teaching and provides motivation to teachers to improve the quality of teaching.
2. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as Manager, has implemented school work program planning, managed and utilized existing Human Resources and infrastructure, implemented programs that have been jointly designed, controlled and evaluated the implementation of school programs.
3. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as Administrator, in this case his task is to collect and manage data on students, teachers and Early Childhood Education staff, developing an Early Childhood Education curriculum that is in accordance with national and local standards. The Principal manages school resources,

including equipment, supplies and infrastructure, and ensures that these resources are used effectively and efficiently and in managing the quality of education at the Neger Pembina Kindergarten, Sebangau District, including integrating student learning outcomes, managing the curriculum and developing educational programs that suit student needs.

4. Principal of TKN Pembina Sebangau District has carried out his role as Supervisor, he carries out various supervision and control to improve the performance of educational staff.
5. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as a leader, as proven by providing support in the form of developing teacher competency, developing learning strategies and making rules or regulations for teaching staff and educational staff as well as collaborating between the school head, teachers and people. parents to improve the quality of learning in schools.
6. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as an Innovator, namely by creating new ideas and concepts in curriculum development, learning strategies and educational programs that suit student needs. The Principal of the Pembina State Kindergarten School, Sebangau District, has been able to develop innovative learning models, including using media-based technology to improve the quality of early childhood education.
7. The principal of the Pembina State Kindergarten, Sebangau District, has carried out his role as a Motivator, including providing motivation and support to teachers in the form of supervision, involving teachers in direct independent learning teacher training and teacher training activities online or through the independent learning platform.

III. Closing

Based on the discussion above, it can be concluded that principal leadership is the process of leading and directing subordinates carried out by the principal where the principal's leadership plays an important role in developing teacher professionalism, to increase teacher professionalism, where the principal must

build a school vision and mission that involves all parties, build teamwork between teachers and staff, have enabling competencies, provide appropriate guidance and direction, and improve leadership qualities. School principals can help improve teachers' abilities in carrying out their duties as educators and teachers, as well as improve the quality of education in schools.

The leadership role of the Principal of the Pembina State Kindergarten School in Sebangau District in developing teacher professionalism has been implemented effectively and efficiently, and this is based on expert theories regarding the role of leadership. This shows that the school principal has implemented leadership functions, leadership principles and the leadership role of the school principal which have been tested and proven in scientific literature. In this case, experts have identified the characteristics of effective leadership, such as the ability to motivate, inspire, and manage resources efficiently, and the principal has implemented these principles in practice. By applying these principles in practice, the Principal of the Pembina State Kindergarten School, Sebangau District, has demonstrated the ability to lead well in developing the professionalism of teachers in the school environment.

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