



The Role of Principal and Teacher Leadership to Improve the Quality of Learning in SMA Negeri 5 OKU

Matsna Ahya¹; Syarwani Ahmad²; Yessi Fitriani³

^{1,2,3}Department of Education Management, Universitas PGRI Palembang, Indonesia

¹Corresponding Email: izzanazhifa@gmail.com, Phone Number : 0823 xxxx xxxx

Article History:

Received: Jan 06, 2021

Revised: Mar 01, 2021

Accepted: Mar 09, 2021

Online First: Mar 18, 2021

Keywords:

Leadership, Principal,
Teacher, Quality of Learning

Kata Kunci:

Kepemimpinan, Kepala Sekolah,
Guru, Mutu Pembelajaran

How to cite:

Ahya, M., Ahmad, S., & Fitriani, Y. (2021). The Role of Principal and Teacher Leadership to Improve the Quality of Learning in SMA Negeri 5 OKU. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (2): 411-423.

This is an open access article under the
CC-BY-NC-ND license



Abstract: This study aims to see the role of principals and teachers in improving the quality of learning at SMA Negeri 5 Ogan Komering Ulu (OKU). The formulation of the problem in this study is how the role of principal leadership and teacher professionalism in an effort to improve the quality of learning. This research is a qualitative research with a qualitative descriptive method. The data source is 50 teachers. The data technique is done by interview, observation and documentation. The results of this study illustrate that the role of principal ownership and teacher professionalism in an effort to improve the quality of learning in schools has been done as well as possible. This is with the shared role of the teacher in planning the Learning Implementation Plan that has been made and approved by the principal.

Abstrak: Penelitian ini bertujuan untuk mengetahui peran kepemimpinan kepala sekolah dan guru dalam upaya memperbaiki mutu pembelajaran di SMA Negeri 5 Ogan Komering Ulu (OKU). Rumusan masalah dalam penelitian ini yaitu bagaimana peran kepemimpinan kepala sekolah dan profesionalisme guru dalam upaya memperbaiki mutu pembelajaran. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif kualitatif. Sumber data adalah 50 orang guru. Teknik pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Hasil penelitian ini menggambarkan bahwa peran kepemimpinan kepala sekolah dan profesionalisme guru dalam upaya memperbaiki mutu pembelajaran di sekolah sudah dilakukan dengan sebaik mungkin. Hal ini dengan adanya peran bersama guru dalam merencanakan Rencana Pelaksanaan Pembelajaran (RPP) yang sudah dibuat dan disetujui oleh kepala sekolah.

A. Introduction

Teachers play an important role in cultural transformation in the school system, especially in managing the interaction of students with learning resources to achieve the desired achievements (Zahroh, 2015).

Sukadi (2016) explains that professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create active situations for students in learning activities.

Furthermore, Sukadi (2016) added that professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisitions, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively (Adibatin, 2016).

Furthermore, Supeni (2015) argues that education personnel have a very strategic role in forming the knowledge, skills and character of students. Therefore, professional education personnel will carry out their duties professionally to produce higher quality graduates. Becoming a professional educational staff will not just happen without efforts to improve it. One of the ways to make it happen is by developing professionalism. This requires support from parties who have an important role, in this case, the principal as the supervisor. The school principal is a very important educational leader because the principal is directly related to the implementation of educational programs in schools.

Arlita et al (2020) argue that teachers are professional jobs that require special skills as educators/teachers. This type of work cannot be done by anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training.

Furthermore, Suharsaputra (2018) adds that teaching means continuing and developing science and technology. Meanwhile, training means developing the skills needed by the community in solving the various problems faced by the community. Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include cognitive flexibility and psychological openness. We hope that teachers can compete and work professionally (Herlina, 2018).

Competency of teachers is the ability and authority of teachers in carrying out their profession, while professionalism means quality and specific behaviour that characterizes professional teachers, teachers are also expected to carry out teaching an activity that is integral and reciprocal between teachers and students in situations instructional (Kia, 2019). In this situation, the teacher teaches and students learn. By the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required to continue to develop by current developments, science and technology, as well as the needs of the community including the need for quality human resources and the capability to be able to compete in regional, national and international forums (Sani, 2017).

Learning process that is given is defined as teacher professionalism as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through learning activities carried out by the teacher by the targets and objectives. Furthermore, Amirudin (2016) argues that it is teachers who directly face students to transfer knowledge and technology as well as educate with positive values through incomparable guidance and exemplary. Furthermore, Rochman (2011) adds that

the existence of teachers in education is very crucial because the obligation is not only to transfer knowledge but also to internalize students.

The teacher is a profession whose position or job requires special expertise. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means continuing and developing science and technology, while training means developing student skills (Kurniasih, 2017). Furthermore, Kustimi (2013) added that the quality of teacher work can be viewed in terms of process and results. In terms of the process, the teacher is said to be successful if he can actively involve most of the students, physically, mentally, and the spirit of teaching as well as their self-confidence. In terms of results, teachers are said to be successful if the learning they provide can change the behaviour of most students towards better mastery of basic competencies.

For the process to run smoothly, leaders must treat individuals humanely. Humans in carrying out their activities are always influenced by different personalities, for example, traits, attitudes, values, desires and interests, for this it will affect their leadership role as well as at work (Mulyadi, 2009). The role of leadership is a consistent pattern of behaviour that is applied by the leader through others, namely through the behaviour shown by the leader when influencing others, as perceived by others (Azizah, 2017). The role is not a matter of how the leader thinks about their behaviour in leading but how the perception of other people, especially their colleagues, about the behaviour of the leader.

The same thing was stated by Mulyasa (2013) that it is through the role of the principal that a principal will be able to transfer several values such as the emphasis on groups, support of teachers and employees, risk tolerance, change criteria and so on, on the other hand, employees will form a perception. subjective about the principles of values that exist in the organization by the values that the leader wants to convey through his leadership style.

For this reason, the principal must be able to create a work atmosphere that is supported by his subordinates to always work professionally (Fitrah, 2017). Not misusing for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and efficiently (Hendarman, 2018).

Successful school when they understand the existence of the school as a complex and unique organization and can carry out the role of the principal as a supervisor who is given the responsibility to lead the school. The achievement of educational goals is highly dependent on the leadership skills and policies of the principal as a supervisor who is one of the education leaders (Wahjosumidjo, 2016). With the professionalism of the principal as a supervisor for the professional development of educational personnel, it is easy to do because it is by their function. The principal understands the needs of the school he leads so that the competence of teachers is not only based on the competencies he previously had but increases and develops properly so that the professional performance of teachers will be realized (Ekosiswono, 2007).

According to Mulyasa (2013), several factors make a leader increase the professionalism of his subordinates. First, the leader meets the needs of his subordinates about the effectiveness of the job. Second, leaders provide the training, guidance and support their employees need.

A quality school is an educational institution that builds people's trust in choosing this educational institution as a place to study for their children. Therefore, every educational institution is required to always improve the quality of its education. Because

referring to the Government Regulation of the Republic of Indonesia Number 19 the Year 2005 National Education Standards, Article 91 Paragraph 1 and 2 states that: "Every education unit in the formal and non-formal channels is obliged to guarantee the quality of education.

The education quality assurance as referred to in subsection (1) is aimed at meeting or exceeding the National Education Standards. " Referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning the Standards for Principals of Schools or Madrasahs, the principal must be at least able to as *educators, managers, administrators, supervisors, leaders, innovators, motivators and entrepreneurs* (Danim, 2010).

Thus schools that are formal educational institutions are directed to improve the quality of education. According to Nata, what is meant by the quality of education is an education in which all components and various other supporting tools can satisfy students, leaders, teachers and society in general. These quality components are related to the curriculum or lessons are given, the teaching and learning process, teaching staff, facilities and infrastructure, environment, management (Sukiyasa & Sukocoa, 2013).

Quality problems in an educational institution are the most serious problems. On average, there are still many educational institutions that have not succeeded in realizing the quality of education. The quality of education is the common goal of all education thinkers and practitioners and has even been pursued through various means, methods, approaches, strategies and policies (Widodo, 2017).

But in reality, currently, the quality of learning at SMA Negeri 5 OKU is still not considered good. The quality of learning is still considered low, this condition can be assessed in terms of infrastructure, curriculum, programs, media and tools to support readiness in achieving quality learning. If the infrastructure, curriculum, programs, media and tools as supporting facilities are not fulfilled, the quality of learning is still low. So that it will affect the learning process that will be conveyed to students.

Based on the background description above, the problem is the lack of leadership role played by the principal in improving the quality of learning. The learning process is assisted by educators and education personnel totalling 52 teachers, consisting of 38 civil servant teachers and 13 honorary teachers. Of the 38 government employess teachers who have been certified, 34 are government employess teachers.

The learning process is carried out in the morning starting from 07.00 WIB to 12.45 WIB, while extracurricular activities are carried out on Wednesday and Saturday starting at 15.00 WIB to 17.00 WIB, consisting of 12 study groups.

Supporting facilities in learning activities, facilities owned to support the teaching and learning process at SMA Negeri 5 OKU include 12 local learning rooms, library rooms, physics laboratory rooms, biology laboratory rooms, laboratory rooms, counseling room, school health room, student council room, places of worship, principal's room, deputy principal's room, teacher's room, several toilets, school fields, sports facilities such as volleyball, badminton, football, table tennis, musical instruments for arts such as drums, guitars, sound system, ketipung, organ, flute, harmonica, and pianist

The results of the initial interviews of the researchers showed that so far the principal was by the main task that had to be carried out trying to improve the quality of learning, but some of the obstacles faced were the lack of responsibility of the teacher in carrying out teaching tasks, for example, they often arrive late and do not attend. Principals often provide direction and guidance that is carried out, but it still happens. It is also

understandable that the role of teachers in schools also doubles the role of taking care of their household. Meanwhile, the principal himself has many tasks to complete.

B. Method

This research is qualitative research, to be able to gain an in-depth understanding and interpretation of the meaning of the phenomena in the field. A qualitative approach is a process of research and understanding based on a methodology that investigates social phenomena and human problems. In this approach, the researcher creates a complex picture, examines words, reports in detail from the viewpoint of the respondent, and conducts studies on natural situations. Methods of data collection using observation, interviews and documentation studies.

While the nature or category in this study is evaluation research using a field study methodology. Field studies aim to: (1) produce a detailed description of a phenomenon in the field; (2) developing explanations that can be given from a field study; (3) evaluating phenomena. Field study research is a study that explores a problem with detailed boundaries, has in-depth data collection, and includes various sources of information. This research is limited by time and place, and the cases studied are in the form of programs, events, activities, or individuals.

Moleong (2011) argues that research that has qualitative research is research that is carried out by observing and is carried out in a natural setting or overall context, and the main data collection tool is research itself. Furthermore, Widayati (2008) argues that research methods are the means taken in achieving goals.

Furthermore, Arikunto (2010) argues that the research method is the method used by researchers in collecting research data. Furthermore, Adiyta (2016) argues that a method is defined as a method used to achieve predetermined goals.

The primary data sources obtained from this study were 50 teachers in SMA Negeri 5 OKU consisting of 37 civil servant teachers and 12 honorary teachers. While the secondary data source is in the form of interviews aimed at school principals and teachers related to the role of the principal as the leader of educational institutions and the quality of teachers in the learning process.

This research is a field study, so the desired data can only be obtained from the field, the research location. Data collection techniques in this study include interviews, observation and documentation. Data analysis used in this study is data reduction, data display or presentation and data verification.

C. Result and Discussion

Based on the research objectives as described in the previous chapter, this study aims to identify the role of principal leadership and teacher professionalism to improve the quality of learning at SMA Negeri 05 OKU. The data source and data for this study were primary data, namely interviews with the principal and teachers at SMA Negeri 05 OKU, while secondary data was the result of interviews aimed at school principals and teachers related to the professionalism of teachers in teaching and data. Supporting data related to this research.



Figure 1. The location of the research

SMA Negeri 05 OKU which is used as the place of this research is located on Jalan Dr AK Gani no 439, East Baturaja District, Ogan Komering Ulu Regency. The learning process at SMA Negeri 05 OKU is held at 07.00 WIB up to 14.10 WIB, from Monday to Wednesday while Thursday and Saturday enter at 07.00s / d at 13.30 WIB and Friday starts at 07.00 s / d at 11.00 WIB. while extracurricular activities are carried out from Monday to Saturday which is held from 15.00 WIB to 17.00 WIB.

Table 1. Schedule of extracurricular activities at SMA Negeri 5 OKU

No	Activity	Day	Members	Description
1	Mading extracurricular	Monday 15.00 s/d 17.00 wib	42 students	Active
2	Art extracurricular	Monday 15.00 s/d 17.00 wib	70 students	Active
3	Paskibra extracurricular	Tuesday 15.00 s/d 17.00 wib	97 students	Active
4	PMR extracurricular	Tuesday 15.00 s/d 17.00 wib	30 students	Active
5	Pramuka extracurricular	Wednesday 15.00 s/d 17.00 wib	120 students	Active

(Source Deputy Public Relations of SMA Negeri 5 OKU and photos of activities attached)

The information that researchers got from the results of interviews conducted with Deputy Public Relations of SMA Negeri 5 OKU, Mrs. "SG" she said that the achievements of SMA Negeri 5 OKU in the Academic and Non-Academic fields (extracurricular activities) were very many, almost in all extracurricular activities. won awards both at the district level and at the national level. in this study, the non-academic achievements of SMA Negeri 5 OKU will be presented from the last 4 years, namely 2017/2018, 2018/2019, and 2019/2020, and 2020.

In 2020/2021 the information that the researcher got from Waka Very little public relations has been achieved due to the Covid-19 outbreak so that many competitions that are routinely held both at the Regency level and the Provincial level are eliminated.

In SMA Negeri 05 OKU, the learning activities are assisted by 52 teachers consisting of 38 civil servant teachers, 1 DP teacher and 13 honorary teachers, with 529 students and 15 study groups consisting of 5 (five) class X (ten) study groups, 5 (five) class XI (eleven) study groups, and 5 (five) class XII (twelve) study groups.

Regarding the professionalism of teachers in teaching, the graduation rate is counted for the last 3 (three) years in SMA Negeri 05 OKU seen from the UNBK (Competency-Based National Examination Score) from 2017/2018 and 2018/2019 and 2019/2020. the values that have been achieved are as follows:

Table 2. UNBK Graduation Value for the 2017/2018 Academic Year

No	School year	Mandatory/ Optional subject	Subjects	Total students	Greatest Value	Lowest score
1	2017/ 2018	IPA required	Indonesian	115 students	90.0	36.0
			English		90.0	28.0
			Mathematics		55.0	17.5
		Selection	Pysics	9 students	45.0	30.0
			Biology	94 students	80.0	25.0
			Chemistry	16 students	62.0	35.0
		IPS required	Indonesian	83 Students	80.0	30.0
			English		62.0	18.0
			Mathematics		65.0	17.5
			Selection		Economy	8 students
Geography	33 students				70.0	32.0
Sociology	34 students	80.0	32.0			

Table 3. UNBK Graduation Value for the 2018/2019 Academic Year

No	School year	Mandatory/ optional subject	Subjects	Total Students	Greatest Value	Lowest score
2	2018/ 2019	IPA required	Indonesian	119 Students	96.0	34.0
			English		70.0	22.5
			Mathematics		47.0	22.5
		Selection	Economy	10 studens	67.5	30.0
			Geography	12 students	72.5	32.5
			Sociology	95 students	65.0	42.5
		IPS required	Indonesian	78 Students	84.0	26.0
			English		76.0	26.0
			Mathematics		77.0	20.0
			Selection		Economy	21 students
Geography	42 students				62.0	28.0
Sociology	15 students	74.0	40.0			

Meanwhile, for the 2019/2020 learning year, Competency-Based National Examination Score, whose name changed to Education Unit Examination, could not be implemented due to the Covid-19 outbreak, an outbreak that hit the whole world in general and especially Indonesia which did not allow the implementation of the Education Unit Examination.

Based on the research findings, it is known that the role of principal leadership and teacher professionalism to improve the quality of learning in schools has been carried out as well as possible by teachers in teaching. The leadership role of the principal is evidenced by being with the teacher in planning lesson plans which are made reported and approved by the principal and by the curriculum. The teacher in carrying out the learning process is by the learning device guidelines and uses teaching aids. Teachers in delivering learning have used other sources from books with various publishers besides handbooks. In the learning process, the teacher has done learning activities outside the classroom, this is done so that the learning process is not boring.

The learning outcomes at the end of each lesson are always evaluated so that students can find out the ability of the students in the learning process that is delivered. Teachers always evaluate learning outcomes every mid-semester, per semester and at the end of learning activities. This is important to know the progress of the learning process that has been implemented. The teacher in delivering learning material is by the planning of learning activities which is the benchmark for the syllabus and lesson plans. In the learning process that the teacher conveys, students are active and creative in following these lessons. Teachers in delivering learning materials use media/tools as a learning resource.

The teacher when delivering learning materials using teaching aids, students better understand the material presented. Because the teaching aids used can motivate students to learn. The teacher guides students who have difficulty learning. The teacher gives directions to students to always carry handbooks when participating in the learning process. Teachers often provide guidance and counselling when there are students who commit disturbances by giving advice and directing these students not to repeat their actions.

Based on theoretical studies providing support in this research as stated by Mulyasa (2013), the principal is a leader in educational institutions that regulates and manages educational activities in schools. Therefore, school principals play an important role in improving the quality of education, especially improving teacher performance to be more enthusiastic and professional in teaching and developing themselves who are tasked with delivering lessons to students. This is because the principal's duty in supervising the programmed activities is expected to be good and successful.

The principal in carrying out his duties must be more enthusiastic and professional in teaching. With a very basic reason that teachers have a very important role in determining the quality of teaching carried out, therefore it is necessary to think and plan carefully in increasing student learning opportunities by improving the quality of teachers. This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, act as facilitators who always try to create class organizations, use teaching methods and teacher attitudes and characteristics in managing the teaching and learning process (Suharsaputra, 2018). To achieve school goals, every activity of the leadership must be supported by school officials.

Yuliati (2018) explains that the principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities at school and has a very

important role in the development and progress of the school. Therefore, the principal must supervise properly and correctly by the principles and techniques as well as the right approach. Coaching carried out by school principals to teachers can improve teacher performance and dedication in education. The task of a supervisor is to help, encourage and give confidence to the teacher that the teaching and learning process can provide the development of various experiences, knowledge, attitudes and skills of the teacher and the teaching and learning process carried out by the teacher must be assisted professionally so that the teacher can develop in his work, namely to improve effectiveness and efficiency of the teaching and learning process. The purpose of the supervision itself must be clear and direct.

Furthermore, Nurdin (2012) explains that the word professional is related to the word profession. So, the words professional and profession are things that both require special skills to carry out. Next, Rusman (2011) argues that the teaching position is an honourable and noble profession. The teacher's efforts are always trying to educate the nation's life and improve the quality of Indonesian people as a whole, namely those who are faithful, pious, and have a noble character, and master science and technology in creating a quality society. Furthermore, Rusman (2011) added that in addition to devoting themselves and serving the nation, the main task of teachers is to educate, guide, train, and develop a curriculum (curriculum tools).

The profession is a position or job that requires certain skills. This means that a position cannot be carried out or held by just anyone who is not trained and specially prepared to do the job so that it can only be said to be a professional (Rusman, 2011).

Kristiawan (2017) argues that professional teachers must have teacher competence obtained through teacher education obtained and special education for this field. Teacher competence is obtained through what is called professionalization which is carried out both before a person undergoes that profession or after undergoing a profession.

The leader of a school who is finally called the principal, in the context of the principal's task is very heavy because he must be able to play multiple roles. Apart from being a leader, of course, they can become partners of teachers in teaching and educating their students. And of course, every leader has his way and method of carrying out his duties and functions.

For this reason, the principal must be able to create a work atmosphere that is supported by his subordinates to always work professionally. Not misusing for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and efficiently (Hendarman, 2018).

To increase the professionalism of subordinates, the role of leadership is very important, because the success or failure of an achieved goal depends on the leadership. And this is an obligation for every leader to be able to lead his subordinates to work by the instructions given so that it will create working conditions and environments that encourage activities to achieve organizational goals efficiently.

Professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

The teacher is a professional job that requires special skills as an educator/teacher. This type of work cannot be done by just anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training.

Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include cognitive flexibility and psychological openness. We hope that teachers can compete and work professionally.

This was stated by Sukadi (2016) who explained that professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create active situations for students in learning activities.

Furthermore, Zahro (2015) stated that education personnel have a very strategic role in forming the knowledge, skills and character of students. Therefore, professional education personnel will carry out their duties professionally to produce higher quality graduates.

D. Conclusion

Based on the research findings, it is known that the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU, which is done as an effort to improve teacher professionalism in teaching. This is based on the following research results.

1. As an educator, the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by always trying to provide guidance and routinely directing all teachers through meetings at the beginning of the month as an effort to improve teacher professionalism and having direct meetings with the teacher concerned if there are teachers who need to get coaching.
2. As manager of the principal, he has played a role in improving the professionalism of teachers of SMA Negeri 5 OKU by providing guidance to the teacher's board and always placing the teacher's board according to their abilities in certain positions. As well as compiling a school organization program, moving the teachers' councils to be more active in their work.
3. As the principal administrator, he has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU. By guiding the learning devices of the teacher/teacher, it means that the teacher has complete learning tools and provides guidance to teacher administration related to teacher work performance/Teacher Performance Assessment, the implementation is carried out with administration by the Teacher Performance Assessment because it has something to do with Employee Performance Targets. The principal also carries out duties in managing teacher resources so that the goals of a school or institution can be achieved so that teachers carry out their duties in a professional manner.
4. As the principal supervisor, the principal has played a role in improving the professionalism of the teachers of SMA Negeri 5 OKU by conducting direct or indirect assessments of the respective teachers' councils. For example, a direct assessment is carried out by direct supervision, while an indirect assessment, an assessment that is unknown to the teacher. And as the role of the principal supervisor, the principal is also active in supervising the teacher, to provide guidance and direction when conducting supervision to develop teacher professionalism in teaching.

5. As a leader the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by always trying to do his best, providing good examples, which can nurture, embrace the teachers' council so that the quality of school education is even better as expected . For example, moving and controlling teachers in carrying out teaching assignments, giving directions to teachers related to the learning to be delivered. Delivering the problems faced by the school transparently to the teacher through meetings so that these problems can be resolved properly.
6. As an innovator, the principal has played a role in improving the professionalism of SMA 5 OKU teachers by always trying to provide new good ideas to improve the quality of teacher teaching, for example advising teachers to deliver learning material using infocus, laptop or other media related to technology, so that students can absorb the learning material presented
7. As a motivator, the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by providing motivation to the teachers of the board of teachers to continue to improve teacher professionalism, increasing the ability to make learning tools.

As an intrapreneur, the principal has played a role in improving the professionalism of teachers of SMA Negeri 5 OKU by creating a pleasant atmosphere at school, there are no tensions or dividers between all institutional elements in the school, and it means being an abbreviation to create, unite, something into one. Also, the principal together with the school committee works together to work creatively in extracting sources of empowerment to improve teacher professionalism, especially about teachers to attend professionalism education and training as well as sending teachers to attend seminars.

References

- Adibatin, A. (2016). Pendidikan Karakter Bangsa Berbasis Strategi Pembelajaran Pakem Melalui Permainan Cincin Di Jempol Tangan (Karya Inovasi Pembelajaran Sekolah Dasar). *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 6 (1), pp. 1-18. <https://ejournal.uksw.edu/scholaria/article/view/180>
- Aditya, D.Y. (2016). Pengaruh Penerapan Metode Pembelajaran Resitasi Terhadap Hasil Belajar Matematika Siswa. *Susunan Artikel Pendidikan*, 1 (2), pp. 165-174. <https://journal.lppmunindra.ac.id/index.php/SAP/article/view/1023>
- Amirudin, M.F. (2016). Analisa Filofis Hakikat Pendidik Dalam Islam. *El-Ghiroh: Jurnal Studi KeIslaman*, 11 (2), pp. 49-65. <https://jurnal.staibslg.ac.id/index.php/el-ghiroh/article/view/56>
- Arikunto, S, 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Edisi Revisi. Jakarta: Rineka Cipta.
- Arlita, S., Ahyani, N., & Missriani, M. (2020). Pengaruh Kompetensi Akademik dan Motivasi Guru Terhadap Kinerja Guru. *Attractive: Innovative Education Journal*, 2 (3), pp. 8-14. <http://www.attractivejournal.com/index.php/aj/article/view/70>

- Azizah, J. (2017). Pengaruh Gaya Kepemimpinan dan Motivasi Terhadap Kinerja Guru. *Jurnal Manajemen Kinerja*, 3 (1), pp. 57-63. <https://jurnal.narotama.ac.id/index.php/kinerja/article/view/454>
- Danim, S. 2010. *Profesionalisasi dan Etika Profesi Guru*. Bandung: Alfabeta.
- Ekosiswono, E. (2007). Kepemimpinan Kepala Sekolah Yang Efektif Kunci Pencapaian Kualitas Pendidikan. *Jurnal Ilmu Pendidikan*, 14 (2), pp. 76-82. <http://journal.um.ac.id/index.php/jip/article/view/24>
- Fitrah, M. (2017). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Penjaminan Mutu*, 3 (1), pp. 31-42. <http://ejournal.ihtn.ac.id/index.php/IPM/article/view/90>
- Hendarman., & Rohanim. (2018). *Kepala Sekolah Sebagai Manajer Teori dan Praktik*. Bandung: Remaja Rosdakarya.
- Hendro, W. (2017). Manajemen Mutu Madrasah. *At-T'dib: Jurnal Kependidikan dan Keagamaan*, 1 (1), pp. 56-78. <http://jurnal.uniyap.ac.id/jurnal/index.php/jurnalfai/article/view/413>
- Herlina, H. (2018). Faktor Sosial Profesionalisme Guru. *Jurnal Ilmiah Iqra'*, 12 (2), pp. 125-145. <http://journal.iain-manado.ac.id/index.php/JII/article/view/898>
- Kia, A.D. (2019). Kajian Pedagogis Tentang Tanggung Jawab Guru PAK Secara Profesional Terhadap Prestasi Belajar Peserta Didik. *Jurnal Shanan*, 3 (2), pp. 77-94. <http://ejournal.uki.ac.id/index.php/shan/article/view/1580>
- Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan*. Yogyakarta: Deepublish.
- Kurniasih, I. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru*. Jakarta: Kata Pena.
- Kustimi. (2013). *Kinerja Kepala Sekolah dan Pengawas dalam Membina Kemampuan Mengajar Guru*. Tesis. Universitas Pendidikan Indonesia.
- Moleong. L. (2011). *Metodologi Penelitian*. Bandung: Sinar Baru.
- Mulyadi. (2009). *Manajemen dan kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Mulyasa. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Nurdin, S. (2012). *Guru Profesional dan Implementasi Kurikulum*. Jakarta: Ciputat Pers.
- Rochman, C. (2011). *Pengembangan Kompetensi Kepribadian Guru*. Jakarta: Rajawali Pers.

- Rusman. (2011). *Guru dan Profesinya*. Jakarta: Rineka Cipta.
- Sani, B. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru*. Jakarta: Kata Pena.
- Suharsaputra, U. (2018). *Supervisi Pendidikan (Pendekatan Sistem Berbasis Kinerja)*. Bandung: Refika Aditama.
- Sukadi. (2016). *Guru dan Masa Depan*. Jakarta: Rajawali Press.
- Sukiyasa, Kadek., & Sukoco. (2013). Pengaruh Media Animasi Terhadap Hasil Belajar dan Motivasi Belajar Siswa Materi Sistem Kelistrikan Otomotif. *Jurnal Pendidikan Vokasi*, 3 (1), pp. 126-137. <https://journal.uny.ac.id/index.php/jpv/article/view/1588>
- Supeni, S. (2016). Pengaruh Lingkungan Sekolah dan Profesionalisme Guru Terhadap Pembentukan Karakter Peserta Didik Di SMK Tunas Nusantara Jaten Karanganyar Tahun Ajaran 201/2016. *Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 1 (1), pp. 16-28. <http://ejournal.unisri.ac.id/index.php/glbctz/article/view/1343>
- Undang-Undang Nomor 20 Tahun 2003. *Sistem Pendidikan Nasional*. Jakarta: Kemendikbud RI.
- Wahjosumidjo. (2016). *Organisasi, Kepemimpinan & Prilaku Administrasi*. Jakarta: Gunung Agung.
- Widawati, A. (2008). *Penelitian Tindakan Kelas*. *Jurnal Pendidikan Akuntansi Indonesia*, 6 (1), pp. 87-93. <https://journal.uny.ac.id/index.php/jpakun/article/view/1793>
- Yuliati, E.A. (2018). *Kepemimpinan Transformasional Kepala Sekolah*. Salatiga: Griya Media.
- Zahroh, A. (2015). *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru*. Bandung: Yrama Widya.