

The Professional Development of School Principals: Insight from Indonesia

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Abstract - The achievement of educational goals is very dependent on the leadership skills and wisdom of the principal who is one of the educational leaders. Therefore, this study examines how to become a professional school principal. The aims of this study are: (1) To find out how the professionalism of the principal's leadership depicts, (2) To find out how the tasks carried out by the principal, (3) To understand the role of the principal, (4) To find out the problems faced in realize the professionalism of the principal, (5) To know and understand the solution efforts in realizing the increase in the professionalism of the principal. The method of this study is observation, interviews and literature studies on the practice of principals' leadership in Indonesia. This study concludes that the principal is a formal leader who cannot be filled by people without being based on certain considerations. Therefore, the principal is responsible for carrying out leadership functions, both related to achieving educational goals and in creating a conducive school climate, which fosters the spirit of educators and students. Detailed discussion and suggestions are given at the end of this study.

Keyword: Education, professional development, school principals.

I. INTRODUCTION

In line with the challenges of global life, education is very important because education is one of the quality determinants of Human Resources. Where today the superiority of a nation is no longer marked by the abundance of natural wealth, but in the superiority of Human Resources (HR). Where the quality of Human Resources (HR) is positively correlated with the quality of education, the quality of education is often indicated by good conditions, meets requirements, and all components that must be contained in education, these components are input, process, output, education personnel, facilities and infrastructure and costs.

The quality of education is achieved if the inputs, processes, outputs, teachers, facilities and infrastructure and costs if all these components meet certain requirements. However, the several components that play more of a role, quality education personnel are those who are able to respond to challenges quickly and responsibly. Educational staff in the future will be more complex, thus demanding education personnel to always make various improvements and adjustments to their mastery of competencies. Quality education is in dire need of professional education personnel.

Educational staff have a very strategic role in the formation of knowledge, skills, and character of students. Therefore, professional education personnel will carry out their duties professionally so as to produce higher quality graduates. Becoming a professional educational staff will not just happen without efforts to improve it, as for one way to make it happen is by developing this professionalism which requires support from parties who have an important role in this case, namely the principal, where the principal is a very educational leader. This is important because the principal is directly related to the implementation of educational programs in schools.

The achievement of educational goals is highly dependent on the leadership skills and wisdom of principal who is one of the educational leaders. Because the principal is a professional official in the school organization in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. With the professionalism of principal, the professional development of education personnel is easy to do because according to its function, the principal understands the needs of the school he leads so that teacher competence does not only stagnate on the competencies he previously had, but grows and develops well so that teacher professionalism will be realized.

Because professional education personnel not only master the fields of science, teaching materials, and appropriate methods, but are able to motivate students, have high skills and broad insight into the world of

education. The professionalism of education personnel is also consistently one of the most important factors in the quality of education. Professional education personnel are able to teach students effectively in accordance with resource and environmental constraints. However, to produce professional teachers is also not an easy task. Teachers must be more dynamic and creative in developing student learning processes. In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content.

However, there are many factors that hinder the achievement of professional quality of the principal's leadership, such as the appointment process is not transparent, the principal's mentality is low which is marked by a lack of motivation and enthusiasm and lack of discipline in carrying out tasks, and often arrives late, the principal's insight is still narrow, and many inhibiting factors. Other obstacles that hinder the growth of professional school principals to improve the quality of education. This implies low work productivity of the principal which also has implications for quality (input, process, and output).

Based on this description, the author is interested in studying "How to Become a Professional School Principal". The objectives to be achieved in this study are: (1) To find out how the picture of principal's leadership professionalism, (2) To find out how the tasks carried out by the principal, (3) To understand the role of the principal, (4) To find out the problems faced in realizing the professionalism of the principal, (5) To know and understand the solution efforts in realizing the increase in the professionalism of the principal. While the benefits of this research are expected: (1) Can find out how the description of the professionalism of the principal's leadership, (2) Can find out how the tasks carried out by the principal, (3) Can understand the role of the principal, (4) Can know the problems faced in realizing the professionalism of the principal, (5) Can know and understand the solution efforts in realizing the increase in the professionalism of the principal.

II. PROFESSIONALISM OF SCHOOL PRINCIPALS

The new paradigm of education management in order to improve quality effectively and efficiently, needs to be supported by qualified Human Resources (HR). In this case, human resource development is a process of increasing human capacity to be able to make choices. The HR development process must touch various areas of life which are reflected in the personal leadership, including educational leaders, such as school principals. The principal is one of the components of education that has the most role in improving the quality of education. As stated in Article 12 paragraph 1 PP 28 of 1990 that: "The principal is responsible for the implementation of educational activities, school administration, coaching other educational staff, the utilization and maintenance of facilities and infrastructure". However, the reality in the field is that there are still many principals who do not carry out their duties and functions as educational leaders because in the process of appointment there is no transfer, the low mentality of the principal which is characterized by a lack of motivation and enthusiasm and lack of discipline in carrying out tasks, and often arrives late and is often too busy. Other inhibiting factors to improve the quality of education which implies low work productivity of the principal which also has implications for quality (input, process, and output)

Based on the description above, the authors are very interested in discussing the professionalism of the principal's leadership. To make it easier to understand this discussion, following authors present the theoretical framework:

A. Definition of Professionalism, Leadership, and Principals

1. Professionalism

Kusnandar (2007:46) suggests that "**Professionalism** is the condition, direction, value, purpose, and quality of a skill and authority related to one's livelihood". Furthermore, professionalism according to Mohamad Surya (2007:214) is: A term that refers to a mental attitude in the form of commitment from members of a profession to always realize and improve their professional quality. Meanwhile, Sudarwan Danin (2002:23) defines that: "Professionalism is the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing work in accordance with their profession. Then Freidson (1970) in Syaiful Sagala (2005 :199) stated that what is meant by professionalism is "as a commitment to professional and career ideas". So it can be concluded that professionalism is a form of a profession members commitment to always improve and develop their competencies which aim to achieve professional quality on an ongoing basis.

2. Leadership

Leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. The importance of leadership as stated by James M. Black in *Management: a Guide to Executive Command* in Sadili Samsudin (2006: 287) what is meant by "Leadership is ability to convince and move other people want to work together under his leadership as a team to achieve goals, a specific purpose". Meanwhile R. Soekarto Indrafachrudi (2006:2) defines "Leadership is an activity in guiding a group in such a way that the goal is achieved". Then according to Maman Ukas (2004:268) "Leadership is ability possessed by a person to be able to influence others, so that he wants to do something that can help achieve a purpose and goal". Meanwhile, George R. Terry in Miftah Thoha (2003: 5) means that "Leadership is an activity to influence people so that they are directed to achieve organizational goals". Based on some of these definitions, it can be concluded that leadership is ability that a person has in influencing others to want to work together so that they want to take actions and actions in achieving common goals.

3. *Principal*

The principal comes from two words, namely "Head" and "School" the word head can be interpreted as the chairman or leader in an organization or an institution. A school is an institution where it is a place to receive and give lessons. So in general, the principal can be interpreted as a school leader or an institution where the place receives and gives lessons. Wahjosumidjo (2002:83) means that: "The principal is a functional teacher who is given the task to lead a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students who receive lessons. Meanwhile Rahman et al (2006:106) revealed that "the principal is a teacher (functional position) who is appointed to a structural position (principal) in the school". Based on some of the definitions above, it can be concluded that the principal is a teacher who has ability to lead all available resources in a school so that they can be utilized optimally to achieve common goals.

So the professionalism of principal's leadership means a form of commitment from the members of a profession to always improve and develop their competencies, which aims to improve their professional quality in carrying out and leading all existing resources in a school to want to work together in achieving common goals.

4. *Principal SWOT Analysis*

a. *SWOT Analysis*

The results of SWOT analysis (*strengths, weaknesses, opportunities, threats*), and studies from various sources can be stated as dominant factors (strengths, and opportunities) and inhibiting factors (weaknesses and challenges) of principals in the new paradigm of education management as follows:

1. Dominant Factors (Strengths and Opportunities). The dominant factors (strengths and opportunities) of principals in the new paradigm of education management include: (a) Movement to improve the quality of education launched by the government, (b) Socialization of improving the quality of education, (c) Gotong royong and family.
2. Inhibiting Factors (Weaknesses and Challenges). The inhibiting factors (weaknesses and challenges) of principals in the new paradigm of education management include: (a) Unstable political system, (b) Low mental attitude, (c) The principal's insight is still narrow, (d) Appointment of school principals that have not been transparent, (e) Lack of facilities and infrastructure, (f) Graduates are less able to compete, (g) Low public trust, (h) Bureaucracy, (i) Low work productivity, (j) The quality culture has not yet developed.

b. *Harnessing Strengths and Opportunities, and Overcoming Weaknesses and Challenges*

Utilizing Strengths and Opportunities, as well as Overcoming Weaknesses and Challenges to the new paradigm of professional principals can be done by fostering the professional abilities of principals, revitalizing MGMP and MKKS, increasing discipline, forming discussion groups, and improving library services by adding collections.

c. *The Role and Performance of School Supervisors*

The professionalism of school principals in carrying out their duties and functions to encourage vision into action cannot be separated from the role of various parties involved in fostering school principals, including school supervisors.

d. *Impact of Professional Principal*

The following is the impact of a professional school principal:

1. Effectiveness of the educational process
2. The growth of strong school leadership

3. Effective management of education personnel
4. Quality culture
5. Teamwork that is compact, intelligent, and dynamic
6. Independence
7. School community and community participation
8. Management transparency
9. Willingness to change
10. Continuous evaluation and improvement
11. Respond to needs
12. Accountability
13. Sustainability

B. Principal's Leadership Professionalism

The principal is one of the components of education that has the most role in improving the quality of education. For this reason, the principal must know the tasks that must be carried out. The principal behaves as a communication channel in the school environment. Some things that need to be done by the principal in carrying out his duties are as follows:

a. Pushing Vision into Action includes

1. Principal as Educator

The principal must have the right strategy to improve the professionalism of education staff in his school. Creating a conducive school climate, providing advice to school residents, providing encouragement to all educational staff, as well as implementing interesting learning models, such as team teaching, moving classes, and holding acceleration programs for students who are above normal.

For this purpose, the principal must try to instill, promote, and improve at least four kinds of values, namely mental, moral, physical, and artistic development.

2. Principal as Manager

In order to carry out their roles and functions as managers, school principals must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs.

In this case the principal can be guided by the principle of purpose, excellence, consensus, unity, empiricism, intimacy, and integrity.

3. Principal as Administrator

The principal as an administrator has a very close relationship with various management activities that are recording, compiling, and documenting all school programs.

4. Principal as Supervisor

Supervision and control carried out by the principal of his education staff, especially teachers, is a very useful technique to obtain direct information on various matters relating to the professionalism of teachers in carrying out their main duties of teaching; especially in the selection of learning methods, the media used by teachers in learning, and the involvement of students in learning, as well as knowing firsthand the ability of students to capture material being taught.

5. Principal as Leader

The principal as a leader must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. The principal's personality as a leader will be reflected in the characteristics of (1) honest, (2) confident, (3) responsible, (4) willing to take risks and decisions, (5) big hearted, (6) stable emotions, (7) exemplary.

6. Principal as Innovator

In order to carry out its role and function as an innovator, the principal must have right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education personnel in the school, and develop innovative learning models..

7. School as Motivator

As a motivator, the principal must have right strategy to motivate education staff in carrying out various tasks and functions. This motivation can be grown through setting the

physical environment, setting work atmosphere, discipline, encouragement, rewards effectively, and preparing various learning resources through the development of a Learning Resource Center.

b. Empowering Education Personnel**1. HR Development Concept from Castetter**

Castetter has provided a complete concept on the development of Human Resources (HR), especially human resources education. These concepts have provided a clear picture of human resource development, from planning to evaluation and follow-up. Operationally, the application of Castetter concept in the development of education personnel in Indonesia can be identified into general strategies and specific strategies.

2. Increase School Productivity

School productivity is related how to produce graduates both quantitatively and qualitatively, so that in the end, quality graduates are obtained in accordance with the needs of society and times..

3. Performance of Education Personnel

In this case, productivity can be improved based on its level with respective benchmarks, which can be seen from the performance of education personnel. Performance can be interpreted as work performance, work achievement, work results or performance. (LAN, 1997:3)

4. Efforts to Empower the Workforce

Several efforts can be made to improve school performance, including through coaching education staff, providing motivation, rewards, and perceptions..

5. Management of Education Personnel in Schools

The success of education in schools is largely determined by the success of the principal in managing education personnel in schools. In this case, increasing productivity and work performance can be done by improving the behavior of educational workforce in schools through the application of various modern personnel management concepts and techniques..

The implementation of education personnel management in Indonesia includes at least seven main activities, namely planning, procurement, coaching and development, and transfers, dismissals, compensation, and awards..

6. Principal in Increasing School Activity Pro

In relation to the role of school principals in improving the performance of education personnel, it is necessary to understand that every principal is responsible for directing what is good to education personnel, and he himself must do good. The principal must also be an example, patient, and understanding. The function of a leader is defined as Ki Hajar Dewantara's motto: Ing ngarsa sung tulada, Ing madya mangun karsa, Tut wuri handayani (in front of being an example, in the middle of developing will, behind being a motivator/motivation)

c. Empowering Communities Around School**1. The Importance of Empowering Communities**

By empowering the community and environment around the school, it is hoped that the objectives of school-community relationship will be achieved, namely improving school performance and implementing the educational process in schools in a productive, effective, and efficient manner so as to produce productive and quality graduates.

2. Encouraging Parental Participation

Parental participation is the real involvement of parents in an activity. Participation can be in the form of ideas, constructive criticism, support, and implementation of education. In the context of SBM and KBK, parental participation is very necessary, because schools are parents' partners in delivering the goals and personalities of students..

3. Raising Community Participation

There have been several attempts to mobilize community participation in education in schools. First, offering sanctions for people who do not want to participate. Second, offer prizes for those who want to participate. Third, persuading that community participation will benefit the community itself. Fourth, urge the public to participate in the tour. Fifth, linking community participation with better school services.

4. Entrepreneurship Program Collaboration in Schools

If you want to be successful in developing entrepreneurship programs in schools, then principals, education staff, both teachers and non-teachers, and students must get used to and

think about entrepreneurship. Therefore, school principals must be able to guide them to understand and develop entrepreneurial attitudes according to their respective duties.

5. Managing Change in School

In the new paradigm of education management, change will occur and run well, if the principal is able to act as a visionary leader, who has a picture of the school he aspires to, and is able to guide, encourage and organize education personnel, the community, and surrounding environment with good.

6. Principal's Role

The figure of a professional school principal must be able to lead educational staff in schools, so that they can work together with parents and the community in general. For this reason, school principals must create a conducive climate for the birth of professional, transparent and democratic community participation and collaboration.

d. School Financial Management

1. The Political and Economic Context of School Finance

Political and school financial decisions made by the government are characterized by centralization (there is only one order to be obeyed), compulsions (taxes must be paid), and there is only one decision in solving problems. While the political and financial decisions of schools made by individuals or in the private sector are very clear, that the buyer must want what he will buy according to the selling price of what he wants.

2. School Financial Planning

There are two activities in school financial planning, namely budgeting and developing school budget plans (RAPBS).

3. School Finance Implementation

The implementation of school finances in large quantities can be achieved in two activities, namely receipts and expenditures.

4. School Financial Evaluation and Accountability

Evaluation and accountability for what has been achieved in accordance with the goals that have been set. Evaluation of school financial accountability can be identified in three ways, namely approach to controlling the use of allocation of funds, the form of school financial accountability, and the involvement of external school supervision.

5. School Financial Construction Planning

Construction or repair of facilities is one part of school operations that is never involved without careful initial planning. The main role of administrative team is to set the future direction for housing by delivering educational services to the student population in an area, then management must determine ways to meet the objectives in the budget.

6. Politics and Evaluation of School Financial Management

School finance investigations were taken up mainly for information on the uncertain political environment. Therefore, researchers should make efforts to understand, explain, and predict the setting for research as spending patterns on all their needs.

7. Child-Based Funding and the Future of School Finance

In child-based funds, the central government may be likened to national and state governments. Individuals are considered private, so there are several things related to educational financial resources that can help the state in three alternatives, namely full funding of public schools and vouchers or tax credits.

e. Integrated Strategy and Quality Management

1. Management Strategy

Educational quality management is a quality improvement that relies on the institution itself, applies techniques, based on the availability of quantitative and qualitative data, and empowers all components of education to increase the ability and ability of the organization to meet the needs of students and the community.

2. Integrated Quality Management

TQM (Total Quality Management) is a people-focused management system that aims to continuously improve customer satisfaction at a cost that is actually continuously decreasing (Bounds in Mulyani, 1998:10)

f. Conflict Management

1. Conflicts and Problems

Conflicts can occur because each party or one of the parties feels aggrieved, both materially and non-materially. To prevent this, the causes must be studied, among others, as follows:.

1. Dissent
2. Misunderstood
3. One or both parties feel aggrieved
4. Too sensitive

2. Impact of Conflict

Conflict can have positive or negative consequences.

- 1) Positive result
 - a. Cultivate the ability of self-introspection
 - b. Work improvement
 - c. Closer to better
 - d. better alternative fix
- 2) Negative consequences
 - a. Subjective and emotional
 - b. a priori
 - c. Drop each other
 - d. Stress
 - e. Frustrated

3. Conflict Management

Conflict management has at least three stages as follows. First, planning conflict analysis. Second, conflict and its solution. Third, conflict resolution.

4. Tips For Principals in Conflict Management

Not all school principals have the ability to resolve conflicts well, even without adequate and appropriate experience when involved in the conflict, or exposed to the sap. To avoid this conflict, principals must train themselves in three ways, namely managing time, developing energy, and solving problems.

The duties of the principal as stated by Wahjosumidjo (2002: 97) that the principal works with and through other people do the following things:.

1. The principal is responsible and takes issue. The principal acts and is responsible for all actions taken by subordinates. Acts committed by teachers, students, staff, and parents of students cannot be answered from the responsibility of principal
2. With limited time and resources, a principal must be able to deal with various problems. With all the limitations, a principal can give assignments quickly and can prioritize if there is a conflict between the interests of subordinates and school..
3. The principal must think analytically and conceptually. The principal must be able to solve the problem through an analysis, then solve the problem with a feasible solution. And must be able to see each task as an interrelated unit.
4. The principal is a mediator or intermediary. In the school environment as an organization in it consists of humans who have different backgrounds that can cause conflict for that the principal must be the mediator in the conflict.
5. The principal is a politician. The principal must be able to build a cooperative relationship through a persuasion and agreement (*compromise*) approach. The political role of the principal can develop effectively, if: (1) the principles of a mutual network understanding of each other's obligations can be developed, (2) the formation of alliances or meetings, such as professional organizations, OSIS, BP3, and so on; (3) the creation of cooperation with various parties, so that various kinds of activities can be carried out.
6. The principal is a diplomat. In various kinds of meetings the principal is the official representative of school he leads.
7. The principal makes difficult decisions. No organization runs smoothly without problems. Likewise, the school as an organization is not free from problems and difficulties. And when difficulties occur, the principal is expected to act as the person who can solve these difficult problems.

In carrying out his leadership, besides that, he must know and understand the importance of being a leader, which is no less than all school principals who understand and know learning. The roles of school principals who carry out their roles as managers as stated by Wahjosumidjo (2002: 90) are: (1) The role of inter-relationships; (2) Informational role; (3) As a decision maker. Of the three principal roles as managers, the authors can describe as follows:

1. The role of the relationship between individuals: (a) *Figurehead* means a symbol with the understanding as a school principal as a school symbol; (b) *Leadership*. school principals are leaders to mobilize all available resources in schools so that they can produce a high work ethic and productivity to achieve goals; and (c) *Liaison*. The principal becomes a liaison between the interests of principal and environment outside the school. While internally the principal acts as an intermediary between teachers, staff and students.
2. Informational role: (a) As a monitor. The principal always makes observations on the environment because of the possibility of information that affects the school; (b) As a disseminator. The principal is responsible for disseminating and sharing information with teachers, staff, and parents; (c) *Spokesman*. The school principal disseminates information to the outside environment as deemed necessary.
3. As a decision maker: (a) *entrepreneur*. The principal is always trying to improve the appearance of school through various kinds of thinking about new programs and conducting surveys to study various problems that arise in the school environment; (b) *person who notices the disturbance*. The principal must be able to anticipate disturbances that arise by paying attention to the situation and the accuracy of decisions taken; (c) person who provides all the resources (A Resource Allocator). The principal is responsible for determining and researching who will obtain or receive the resources provided and distributed; and (d) *the role of negotiator*. The principal must be able to hold talks and deliberation with outside parties in meeting the school's needs.

As in the case, there are many factors that hinder the achievement of professional quality of the principal's leadership, such as the learning process is not transparent, the low school principal is marked by a lack of motivation and enthusiasm for discipline in carrying out tasks, and often arrives late, the school spirit is still narrow and many other inhibiting factors. which hinders the growth of professional principals to improve the quality of education. This implies low work productivity of the principal which also has implications for quality (input, process, and output). Based on these problems, the solutions are:

1. Professional development of school principals

The forums that have been developed in fostering the professional ability of school principals are the principal's consultation (MKS), the principal working group (KKKS), and the principal activity center (PKKS). In addition, improvements can be made through education, with undergraduate or postgraduate programs for school principals according to their fields of expertise, so that they cannot be separated from the corridors of their respective disciplines..

2. MKKS Revitalization

Through MKKS, you can find out how to get around a dense curriculum and look for appropriate learning alternatives and find various variations and variations of media to improve the quality of learning.

By making MKKS effective, all difficulties and problems faced by teachers and principals in educational activities can be solved, and are expected to improve the quality of education in schools.

3. Discipline improvement

In growing professional school principals in a new paradigm of school management, it is necessary to increase discipline to create a conducive climate and be able to motivate work, as well as create a work culture and culture of education staff in doing more at school.

4. Professional discussion group

Professional discussion groups can be formed to overcome educational staff who are less enthusiastic in carrying out educational tasks at schools involving school supervisors, school committees or other people who are experts in solving problems faced by school principals and education staff..

5. Improvement of library services and addition of collections

One of the means of increasing the professionalism of principals is books that can support school activities in pushing vision into action. Because it will be very difficult to develop and improve the professionalism of principal if it is not supported by adequate learning resources.

In addition, the principal must have a vision and mission, as well as a complete education management strategy that is oriented to quality. This strategy is known as integrated quality management (MMT) or in the

world it is known as total quality management (TQM). Which is a systematic and coordinated effort to continuously improve service quality. There are at least five service characteristics that must be realized by the principal so that the "customer" is satisfied; namely services in accordance with the reliability (*reliability*), able to guarantee the quality of learning (*assurance*), conducive school climate (*tangible*), giving full attention to students (*emphaty*), and responsive to the needs of students (*responsiveness*).

III. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The principal is a formal leader who cannot be filled by people without certain considerations. For this reason, the principal is responsible for carrying out leadership functions both related to educational goals and in creating a conducive school climate that supports the spirit of educators and students. With the leadership of principal, this is where the principal is expected to provide encouragement and provide convenience for progress and can provide inspiration in the process of achieving goals.

Principals are appointed through certain procedures and requirements that are responsible for achieving educational goals through efforts to increase the professionalism of education personnel which implies increasing student learning achievements. Professional school principals will think about making changes, no longer thinking about how a change is as it is so that it is not crushed by the change. To realize a professional school principal, there is no need to turn the palm of the hand, it all takes a long process.

In accordance with the development of science, technology, art and culture in the world of education, it demands professional mastery of the principal. For this reason, the principal offers a challenge to carry out educational development in a directed and involved way.

Increasing the professionalism of school principals needs to be carried out in a sustainable and planned manner by looking at the problems and limitations that exist. Because the principal is an educational leader who is also responsible for improving the professionalism of other education personnel. Professional school principals will know the needs of the world of education, so the principal will make adjustments so that education develops and advances in accordance with development needs and advances in science and technology.

B. Suggestion

Increasing the professionalism of principal's leadership must be carried out through a quality improvement strategy which is expected to overcome the problem of the low quality of education and can optimize all available resources in schools..

Efforts to improve the professionalism of principals are a whole process and school organization and must be done automatically because changes that occur are always dynamic and cannot be predicted by principals and education staff must always be ready to face changing conditions. There is a term that educators who used to be professional will not necessarily continue to be professional, on the contrary, educational staff who were professional may not always be professional. From that statement it is clear that change will always occur and requires adjustments so that we can deal with these changes with full preparation.

In an effort to improve the quality of schools and the professionalism of principal, there must be parties who play a role in improving the quality. And those who play a role in increasing the professionalism of principal are the school supervisor who is also an education leader who together with the principal has responsibility for the development of school.

Efforts to improve the professionalism of principal will not materialize once there is motivation and awareness in the principal and the spirit of service that will give birth to a clear institutional and conceptual vision. And this is the most important factor because without the awareness and enthusiasm to devote all the efforts made to improve professionalism, the results will not be optimal and the realization will not be optimal.

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