PROFESSIONALISM IN PRINCIPAL LEADERSHIP DEVELOPMENT OF WORK CULTURE IN SCHOOLS

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Abstrack

Educational staff have a very strategic role in shaping students' knowledge, skills and character. There for professional education staff will carry out their duties in a professional manner so as to produce higher quality graduates. Being a professional education staff will not be realized without any effort to improve it, while one way to make it happen is that the development of professionalism requires support from those who have an important role in this case is the principal, where the principal is a very 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 the principal who is one of the educational leaders. Because the principal is a professional official in a school organization whose job is to manage all of the organization's resources and work closely with the teacher in educating students to achieve educational goals. With the professionalism of the school principal, the development of teaching staff professionalism is made easy because according to their functions, the school principal understands the needs of the school he leads so that teacher competence does not only stagnate on the competencies he had before, but increases and develops well so that teacher professionalism will be realized.The research method by the author uses the systematic method Literature Review (SLR), by gathering several sources of information from journals, books and other articles. To improve the source of reading that will be produced by the reader later. Then after the sources are collected, the new author can conclude what results have been obtained from this reading source.

Keywords: Educational, Professionalism, Culture

1. INTRODACTION

In line with the challenges of global life, education is very important because education is a determinant of the quality of Human Resources. Where today the superiority of a nation is no longer marked by the abundance of natural wealth, but on the excellence of Human Resources (HR). Where the quality of Pember Human Resources (HR) is positively correlated with the quality of education, the quality of education is often indicated by good conditions, fulfilling the requirements, and all the components that must be contained in education, these components are inputs, processes, outputs, education personnel, facilities and infrastructure and costs. The quality of education is achieved if input, process, output, teacher, facilities and infrastructure and costs if all components meet certain requirements. But of the several components that play a greater role are qualified educational personnel who are able to answer challenges quickly and responsibly. Educational staff in the future will be increasingly complex, so that demand for education staff to always make various improvements and adjust mastery of their competencies. Quality education really requires professional education personnel.

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The achievement of educational goals is highly dependent on the leadership skills and wisdom of the principal who is one of the educational leaders. Principal is a professional official in a school organization whose job is to manage all of the organization's resources and work closely with the teacher in educating students to achieve educational goals. With the professionalism of the school principal, the development of teaching staff professionalism is made easy because according to their functions, the school principal understands the needs of the school he leads so that teacher competence does not only stagnate on the competencies he had before, but increases and develops well so that teacher professionalism will be realized.

Because professional education staff 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. Professionalism of teaching staff is also consistently the most important factor in the quality of education (Pulungan & Elfrianto, 2017). Professional education personnel are able

to teach students effectively in accordance with limited resources and the environment. However, to produce a professional teacher is also not an easy task. The teacher 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 inhibiting factors in achieving the professional quality of the principal's leadership such as the appointment process that is not transparent, the mentality of the principal is characterized by a lack of motivation and enthusiasm and a lack of discipline in carrying out the task. , and often arrives late, the principal's insight is still narrow, and many other inhibiting factors hamper the growth of professional principals to improve the quality of education. This implies the low productivity of the principal's work which also has implications for quality (input, process, and output).

2. RESEARCH METHODS

The research method by the author uses the systematic method Literature Review (SLR), by gathering several sources of information from journals, books and other articles. To improve the source of reading that will be produced by the reader later. Then after the sources are collected, the new author can conclude what results have been obtained from this reading source.

3. DISCUSSION

Professionalism

In the role and function of schools from the static in the past to the dynamic and functional-constructive in the era of globalization, bringing broader responsibilities to schools, especially to school administrators (Elfrianto, 2020). There must be sufficient knowledge about the real needs of the community as well as the willingness and skills to continuously study the changes that are happening in the community so that the school through the educational programs it presents can always adjust to new needs and new conditions. "Required by these opinions, that the principal as one of the categories of education administrators needs to supplement their educational leadership insights with anticipatory knowledge and attitudes towards changes that occur in people's lives, including the development of macro education policies. The most actual form of change and development at the moment is the increasingly high aspirations of the community towards education, and the incessant demands for educational policies which include increasing aspects of equal opportunity, quality, efficiency and relevance.

In another part, Idochi Anwar and Yayat Hidayat Amir (2002) quoting from Dirawat stated about Bogdan's thinking that: "in the perspective of improving the quality of education there are four abilities that must be possessed by an educational leader, namely: (1) the ability to organize and assist staff in formulating improvements in teaching in schools in the form of a complete program; (2) the ability to generate and foster confidence in yourself from teachers and other school staff members; (3) the ability to foster and foster cooperation in submitting and implementing supervision programs; and (4) the ability to encourage and guide teachers and all other school staff so that they are willing and responsible to actively participate in every school's efforts to achieve the school's goals as well as possible. "

Wildavsky (Sudarwan Danim, 2002) suggested that one of the prepositions about education policy for school principals or prospective principals, The same thing stated by Kantz in Segiovanni (Sudarwan Danim, 1995) that in the overall mechanism of school management work as a social process, there are three types of skills that must be possessed by the principal, namely: (1) technical skills, namely skills related to knowledge , certain methods and techniques for completing certain tasks; (2) human skills, skills that show the ability of managers in working with others effectively and efficiently; (3) conceptual skills, i.e. skills related to the way the principal views the school, the relationship between the school and the structure above it and with social institutions, and the overall school work program.

Principal's Leadership

According to Lipoto (1988) the leadership roles of principals are as: (1) puppets (symbols); (2) leaders (leaders; (3) liaison (between); (4) monitor monitors, (5) disseminators (disseminating) information, (6) spokespersons (spokespersons), (7) entrepreneurs (entrepreneurs); (8)) Disturbance handler (dealing with disruption), (9) Resource allocation e (fundraising), (j) negotiator (negotiator) Furthermore Lipoto (1988) says that as a leader, the principal must be able to move others to consciously and voluntarily perform their duties correctly in accordance with what is expected by the leadership in achieving its objectives.The leadership of principals is primarily aimed at teachers because they are directly involved in the education process.However, the principal's leadership is also directed at educational staff and other students.

The same thing was said by Wahjosumidjo (2001), the role of the principal as a school leader has the responsibility of mobilizing all available resources in the school so as to give birth to a high work ethic and productivity in achieving goals. Hick (in Wahjosumido, 2001) argues that in order to become a good school leader, the principal must: (1) be fair, (2) be able to give suggestions (suggesting), (3) support the achievement of objectives (supplying objectives), (4) able as a catalyst, (5) creating a sense of security (providing security), (6) can be a representative of the organization (representing), (7) able to be a source of inspiration (inspiring), (8) willing to appreciate (prising).

In its implementation, the success of the principal's leadership, (Department of National Education, (2000) is strongly influenced by the following matters: (1) Strong personality; the principal must develop personally so that they are confident, brave, passionate, generous, and sensitive social (2) Understanding the purpose of education well, good understanding is the main provision of the principal in order to explain to teachers, staff and other parties and find the right strategy to achieve it (3) Broad knowledge; principals must have experience and extensive knowledge of their respective fields of work and other related fields (4) Professional skills related to their duties as school principals, namely: (a) technical skills, for example: technical drawing up lesson schedules, chairing meetings. (b) human relations skills for example: collaborating with others, motivating, teachers and staff (c) Conceptual skills, for example developing the concept of school development, estimating the problems that will arise and looking for solutions.

In this issue Wahjosumidjo (2001) argues, for principals who want to successfully move teachers / staff and students to behave in achieving school goals are: (1) avoiding attitudes and actions that force or act violently on teachers, staff and students; (2) must be able to take actions that give birth to the desire to work with enthusiasm and confidence towards the teachers, staff and students, by convincing and persuading. Convincing is done by trying to make teachers, staff, and students believe that what is done is right. While persuading (persuading) is trying to convince teachers, staff and students that what is done is right. Effective leaders always use cooperation with subordinates to achieve organizational goals (Pidarta,1990). In addition, according to Mulyasa (2002), effective school principals are school principals who; (1) able to empower teachers to carry out the learning process well, smoothly and productively; (2) can complete tasks and work according to the allotted time; (3) able to build harmonious relationships with the community so that they can actively involve them in realizing school and educational goals; (4) successfully applies leadership principles in accordance with the level of maturity of teachers and other employees in the school; (5) work with a management team; (6) succeed in realizing the goals of the school productively in accordance with the stipulated provisions.

Some of the explanations above can be concluded that the principal is an education organizer as well, namely: (1) being the manager of an educational institution, (2) being a leader, (3) as an activator of an educational institution, (4) as a supervisor or supervisor, (5) as creator of a conducive working and learning climate. In accordance with the roles and tasks above, the principal as a school manager is required to be able to create effective school management. According to Mantja (2000), the effectiveness of education management is determined by the professionalism of education managers. As the main manager, the principal is a key figure in encouraging school development and progress. The principal not only increases his responsibility and authority in school programs, curriculum and staffing decisions, but also has the responsibility to increase the accountability of the success of students and their programs. School principals must be good at leading groups and able to delegate tasks and authority (Nur Kholis, 2003).

According to Wohlstetter and Mohrman (in Nur Kholis, 2003) the role of the principal in SBM is as a designer, motivator, facilitator, and liaison. As the principal, the designer must make plans by providing opportunities for discussion of problems and problems around the school with the school's decision-making team. Of course in this case it must involve various components related democratically.

Develop a Work Culture

The success of a job, rooted in the values that are owned and behavior that becomes his habit. These values come from customs, religion, norms and norms that become his beliefs which are habits in the work or organizational behavior. Habits are called culture. Because culture is associated with quality or work quality, it is called work culture. The word culture itself is the development of Sanskrit 'Buddhism' which is the plural form of buddhi or reason, and the compound word cultivation, which means the power of the mind, in other words "culture is the power of the mind in the form of creativity, intention and taste (Tanjung & Elfrianto, 2019).

While culture is cultural development which is the result of copyright, initiative and taste "(Djoko, 20: 2004), (Kanjtaningrat, 2004: 2) Many cultural ideas are expressed by experts such as Koentraningrat, namely" culture is a whole human being from the behavior and results of Behavior that is organized by behavior that must be obtained by learning and everything is regulated in human life Work culture, is a group of patterns of behavior that are inherent as a whole in every individual in an organization. habituation) certain behavioral patterns in order to create new forms that m become tter. Understanding of work culture according to Hadari Nawawi in his book Human Resource Management explains that: Work Culture is a habit that is carried out repeatedly by employees in an organization, violations of these habits do not have strict sanctions, but from the organizational actors morally it has been agreed that these habits is a habit that must be obeyed in the context of carrying out work to achieve goals "(Nawawi, 2003: 65).

From the description above, work culture is a behavior that is carried out repeatedly by every individual in an organization and has become a habit in the implementation of work. As according to (Triguno, 2001: 13) in his book Human Resource Management explains that: Work Culture is a philosophy that is based on a view of life as values that become traits, habits, and driving forces, which are rooted in the life of a community or organization that is reflected in attitude into behavior, beliefs, ideals, opinions and actions that manifest as work or work. Conceptually, a textual work culture can be described, namely: (1) Integrity and professionalism, which are consistent in words and deeds as well as experts in their fields. People who have personality integrity, then he will do something according to what was said and what was done. This personality emerges from the belief that work not only to achieve worldly achievements but also has a meaning of the horizon or worship. Working based on the spirit of worship will cause people to work selflessly for the benefit of individuals but for the benefit of togetherness. It also has a balanced ability. He will work with his knowledge, attitude and expertise. (2) Leadership and examples, which are able to utilize the potential abilities of subordinates optimally. If accuracy is given the power to be a leader then it will not use it to work authoritatively but in a participatory manner. Someone will make the most of their subordinates as partners to achieve the vision and mission of the institution. This also applies as an example. Be a role model in hard work, responsibility, and discipline and so on. As

exemplified by the prophets in the holy text that "in the Prophet is a good example and example". A true leader is the true heir in this life. (3) Togetherness and group dynamics, namely to encourage the way of working so as not to have individual characteristics and the power center is not on one side. Something that is very difficult in work relationships is building cooperation in group work. Although humans know that it is not possible to deal with problems individually, but when they have to work together sometimes have difficulties. Just imagine no human being can meet his own needs except in relation to other humans. There is a good expression that is TIM, Together with Everyone Achieve More. It is precisely through togetherness someone will get more. (Taliziduhu, 2003: 80).

School

The word "school" comes from the Greek "schola" which means free time for discussion to increase knowledge and develop intelligence. Tirtarahardja and La Sulo mentioned that schools as educational centers prepare humans to become individuals, citizens, nations and the world in the future. Schools are expected to be able to develop children's potential, improve the quality of life and human dignity in achieving national goals. Suwarno said that the school was one of the educational institutions that played an important role in the process of socialization of children after having life experience in the family. According to Webster, a school is a place or institution established specifically to regulate the process of teaching and learning or education (Purwanto, 2014: 7).

From some school conceptions that have been put forward, it can be concluded that the school is one of the formal educational institutions / institutions specifically formed to provide services and conduct socialization or educational processes in order to prepare humans to become individuals, citizens, nations and nations. the world in the future. Formal education (school) becomes an organization designed to be able to contribute in efforts to improve the quality of life of the wider community, including Muslims. In this case, schools must be managed, and empowered to be able to realize the degree as a quality school that is able to process students who will ultimately produce products (output) optimally (Kompri 2015). Schools as social educational institutions, can also be called organizations that are bound by formal rules, programmed and targeted or clearly targeted and have a leadership structure in official administration. In the end the function of the school is bound to the targets needed by the community itself. At school we teach about

values and norms in the wider community. With such a role the school functions in developing brain intelligence, providing knowledge, the formation of specialization, the efficiency of education and learning, a place for socialization, a place for cultural transmission, and as a social control of education.

School Culture

In an organization (including educational institutions), culture is defined as follows: First, actions, namely the shared beliefs and goals shared by members of the organization that have the potential to shape their behavior and last long despite changes in members. In educational institutions, for example, this culture takes the form of greetings, mutual respect, tolerance and so on. Second, the norm of behavior is a method commonly used in organizations that last a long time because all of its members pass on the behavior to new members. In educational institutions, this behavior, among others, is in the form of enthusiasm for always actively learning, always maintaining cleanliness, polite greetings and various other noble behaviors (Daryanto, 2013: 216). School culture is something that is built from the results of the meeting between the values adopted by the principal as a leader with the values shared by the teachers and employees in the school (Muhaimin, 2012: 48).

4. CONCLUSION

Substantially, education related to problems related to products or results, services, people, processes and the environment that meets or exceeds expectations. Criteria for determining the quality of education must be seen from 5 aspects, namely outputs, services, human resources (teachers), process aspects and environmental aspects. These five criteria meet the expectations according to expectations or exceed expectations. And how can a school principal be able to package finances in a place that is guided by jelly

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