

## The Role of School Principals to Improve Teacher Professionalism in Indonesia: A Literature Review

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### Abstract

This study aims to analyze the role of school principals in improving teacher professionalism in Indonesia through a systematic review method. The data was gathered from various indexed sources, including Google Scholar, Publish or Perish indexed by Pub Med, Crossref, and Semantic Scholar, using keywords such as "The Role of School Principal" and "Teacher Professionalism." A total of 64 relevant articles were identified, with 15 meeting the inclusion criteria. The findings reveal that principals enhance teacher professionalism by implementing various strategies, such as academic supervision, professional development programs, mentoring, and a supportive work environment. Principals act as leaders, motivators, supervisors, and facilitators, guiding teachers to enhance their competencies through training, workshops, and continuous professional development. The study concludes that strengthening the leadership capacity of school principals is essential to promoting teacher professionalism and improving educational outcomes in Indonesia.

**Keywords:** *School Principals, Education, Learning.*

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## INTRODUCTION

Teachers, as the primary drivers of education, hold a significant role not only as role models for students. (Hafidz et al., 2023), In character education but also as key actors in ensuring an effective learning process. Therefore, teachers must continuously enhance and develop their professional potential, as professionalism serves as the foundational asset for achieving educational and learning objectives. (Heti Aisah, Qiqi Yulianti Zaqiah, 2021). According to a World Bank survey, the quality of teachers in Indonesia remains low, as reflected by the socio-emotional competence score of only 3.52 out of a 5-point scale. This indicates the urgency of improving teacher professionalism. (Arifa & Prayitno, 2019). The enhancement of teacher professionalism is not solely the responsibility of teachers but also falls under the purview of school principals, who play a pivotal role as leaders in educational institutions. (Yenni et al., 2020).

The principal has an important role in educational institutions, one of which is to improve the professionalism of teaching staff. Research conducted by (Damai & Effendi, 2019) The principal's

role and the teaching staff's performance are directly related. The role of the principal in question is to provide training, webinars, and motivation to teachers so that the professionalism of the teachers increases. Therefore, this systematic review will analyze the role of the principal in improving teacher professionalism in Indonesia. To explain this, the following researchers create criteria, procedures, databases, and reviews of previous journals using structured systematics. The research will examine the role of school principals in improving teacher professionalism in Indonesia. This study aims to determine the role of school principals in improving teacher professionalism in Indonesia.

## METHODS

This study employs a systematic review approach, a research method designed to gather, assess, synthesize, analyze, and consolidate all relevant literature related to the research topic using organized and methodical procedures. (Rojon et al., 2021). The data obtained is then analyzed to understand the role of school principals in efforts to improve or develop the professionalism of teachers or educators in educational institutions. The selection of this method in the process of collecting data, analyzing and interpreting for report writing, and considering whether this article will be published (Page et al., 2021). The systematics of this method's research are identification, screening, and eligibility. At the identification stage, data search is done through Google Scholar and Publish or Peris indexed by PubMed. 64 Articles were conducted from this stage, and all the articles were identified. In the last stage, 15 articles were eligible.

## FINDING AND DISCUSSIONS

### A. Synthesis of Reviewed Literature

NO	Title	Author and Year	Methodology	Result
1	The role of school principals in improving teacher performance and competency at the Islamic Foundation, North Sumatra	(Cibro et al., 2024)	The study employed a qualitative descriptive approach, systematically describing symptoms, facts, and events related to specific characteristics of a given population. Data was collected through observation and interviews with Mr. Quwahid, the principal of Tsanawiyah Islamic Center. The analysis aimed to interpret and describe the roles and strategies implemented by school principals in managing and enhancing teacher competencies effectively.	The principal of the North Sumatra Islamic Center Foundation holds a vital role in improving teacher performance and competence by efficiently managing resources, offering strategic direction, and fostering professional development initiatives. Essential approaches involve enhancing teacher proficiency, offering sufficient funding, providing coaching and professional development opportunities, fostering a supportive organizational culture, encouraging innovation, and recognizing achievements through awards. These efforts contribute significantly to the overall improvement of teacher capabilities and performance.
2	Enhancing organizational development	(Pisriwati et al., 2024)	The research used a qualitative descriptive method and a purposive	The journal study reveals the critical influence of the principal in promoting work discipline

NO	Title	Author and Year	Methodology	Result
	through principal leadership to improve teacher and staff work discipline.		sampling technique. The data collection uses field research, literature study, observation, interview, and documentation from a private high school in Yogyakarta, Indonesia.	among teachers and staff at a private school in Yogyakarta, Indonesia. It underscores the principal's key duties, such as formulating strategic plans, facilitating effective communication, encouraging teamwork, developing robust learning programs, overseeing school resources and finances, and nurturing a positive and supportive school environment.
3	The role of the principal in encouraging the improvement of teachers' professional competence at sma negeri 2 Muaro Jambi.	(Anggraini et al., 2024)	The research used a qualitative descriptive method and a purposive sampling technique. The data collection uses observation, documentation, and interviews with the principal and teachers at SMA Negeri 2 Muaro Jambi. The data analysis technique uses data reduction, data presentation, and verification steps as outlined by Miles and Huberman.	The principal at SMAN 2 Muaro Jambi plays an important role in improving teachers' professional competence through persuasive approaches, effective communication, and facilitation of self-development. The principal also conducts training, and academic supervision, and creates a conducive work environment. However, obstacles such as limited funds and administrative burdens hinder the improvement of teacher competence.
4	How to get an effective school: the roles of principal leadership, professional teacher behavior, and student learning practices.	(Sudarmana et al., 2023)	The study utilized multiple regression analysis and Exploratory Factor Analysis (EFA) with SPSS for data processing. The research population comprised 9,215 teachers from 92 public and private junior high schools and 49 public and private high schools in Karawang, West Java, Indonesia. A representative sample included 92 junior high school teachers and 72 high school teachers.	The role of school principals is crucial in creating a conducive school environment and culture that supports effective teaching. Principals' leadership behaviors such as encouraging collaborative work, professional development, setting focused goals, and maintaining strong school community relationships are essential for enhancing teacher professionalism. This helps improve the quality of teaching, leading to better learning outcomes for students and overall school effectiveness.

NO	Title	Author and Year	Methodology	Result
5	The role of school principal supervision in improving teacher professionalism at Sman 1 Batang Gansal, Indra Giri Hulu regency, Riau province.	(Ridwan et al., 2023)	The research employed a qualitative method using a descriptive qualitative research strategy. The data was collected through document studies, in-depth interviews with the principal and teacher at SMAN 1 Batang Gansal, and classroom observations at SMAN 1 Batang Gansal.	The principal at SMAN 1 Batang Gansal plays four key roles to enhance teacher professionalism: 1. Supervision Coordinator: Responsible for organizing professional development programs, facilitating reflective discussions, and conducting classroom observations to ensure effective and well-coordinated monitoring processes. Education consultant: Providing one-on-one feedback and constructive suggestions to teachers to address their challenges and develop strategies for professional growth. 2. Group leader: Facilitating group discussions where teachers can share experiences and support each other in developing effective teaching practices.
6	The leadership management of school principals in improving the competence of Islamic religious education teachers.	(Nurjannah, 2024)	The study employs a qualitative descriptive method with data collected through observations, interviews with principals and teachers, and document analysis conducted at SDN 200 Leuwipanjang and SDN 233 Cibaduyut in Bandung, Indonesia.	The principal's role involves planning, implementing, and evaluating various strategies to improve teacher competencies: 1. Planning: The principal plans professional development based on the school's vision, mission, and goals, involving all school stakeholders. The principal initiates training, seminars, workshops, and job analysis to identify areas for teacher development. 2. Implementation: The principal supports teachers by encouraging further studies, providing professional development opportunities (such as seminars, MGMP revitalization, and certification), and enhancing welfare and facilities. 3. Evaluation: The principal supervises teacher performance both personally and in groups, using direct and indirect techniques. Evaluation aspects include teacher presentation, performance, student

NO	Title	Author and Year	Methodology	Result
				development, and teaching materials (RPP and syllabus)
7	Empowering education: unveiling effective strategies in school principal supervision to enhance teacher professionalism .	(Novelina Andriani Zega & Nathanael Sitanggan g, 2024)	The research uses a mixed method approach with a descriptive qualitative approach. Data collection was conducted through interviews with the principal and teacher at SMA Negeri Unggulan Sukma Nias and documentation at SMA Negeri Unggulan Sukma Nias, Gunungsitoli, Nias, Indonesia.	The principal's strategy to improve teacher professionalism includes several roles: 1. Conducting training: The principal organizes training sessions, workshops, and seminars to help teachers develop professional competence. These include training in classroom management, technology utilization, and literacy development. 2. Academic supervision: The principal supervises teachers by selecting and using effective learning strategies, managing educational media and learning facilities, and applying various teaching methods like experimental and discussion techniques. 3. Motivating and Supporting Teachers: The principal motivates teachers by creating a harmonious environment, providing rewards and punishments, and involving teachers in decision-making
8	Principal leadership in improving teacher professionalism ) a case study in senior high school of Tulungagung, East Java, Indonesia).	(Soim et al., 2020)	The research employed a qualitative methodology grounded in a phenomenological perspective. Data were gathered through comprehensive interviews conducted with the principal, head of administration, and several teachers from senior high schools in Tulungagung district, participant observation, and documentation at Tulungagung district, Indonesia.	The principal implements a democratic leadership style to enhance teacher professionalism, which includes the following strategies: 1. Treating teachers as partners. Providing opportunities for teachers to develop their professionalism and treating them as part of a family. 2. Receiving suggestions and criticism. Being open to feedback from teachers and using it to improve school policies and practices. 3. Effective communication and shared decision-making.

NO	Title	Author and Year	Methodology	Result
				Discussing policies and problems together with teachers creates a collaborative atmosphere. 4. Motivating and inspiring. Encouraging teachers through rewards, recognition, and creating a supportive working environment.
9	Principal strategy through academic supervision to improve teacher professionalism in Islamic educational institutions.	(Setiyono et al., 2024).	The research used a descriptive qualitative method. Data collection techniques included observation at Anak Saleh Elementary School, interviews with the principal and 52 teachers at Anak Saleh Elementary School, documentation, and data validity techniques.	The principal implements a structured academic supervision strategy, which includes: 1. Scheduled and open academic supervision. Using collaborative and cooperative methods to provide a non-threatening supervision environment. 2. Coaching and mentoring. They are motivating teachers to participate in training, seminars, and workshops to enhance their professional skills. 3. Continuous supervision. Regularly monitoring teachers to ensure the quality of learning and teaching processes.
10	The Role of Supervision of School Principal as an Effort to Improve Teacher Professionalism in Teaching.	(Herlinawati et al., 2021)	The study adopted a qualitative descriptive approach, utilizing data collection techniques such as interviews with 37 teachers, comprising 13 civil servant teachers and 24 honorary teachers, along with observations and document analysis. The research was conducted at SMA Negeri 10 OKU, located in Ogan Komering Ulu Regency, South Sumatra, Indonesia.	The principal's supervision helps create a structured environment for teachers, promotes teaching excellence, and encourages continuous improvement in teacher professionalism. Besides that, the principal also uses several strategies to improve teacher professionalism. 1. Providing guidance and support. Encouraging teachers to follow up on learning outcomes and offering guidance to help students who are struggling. 2. Fostering professional development. Motivating teachers to enhance their skills and competencies through continuous professional development and learning opportunities.
11	Estimating the Impact of Principal	(Amzat et al., 2022)	The study used a quantitative research method, specifically	The role of the principal in improving teacher professionalism is

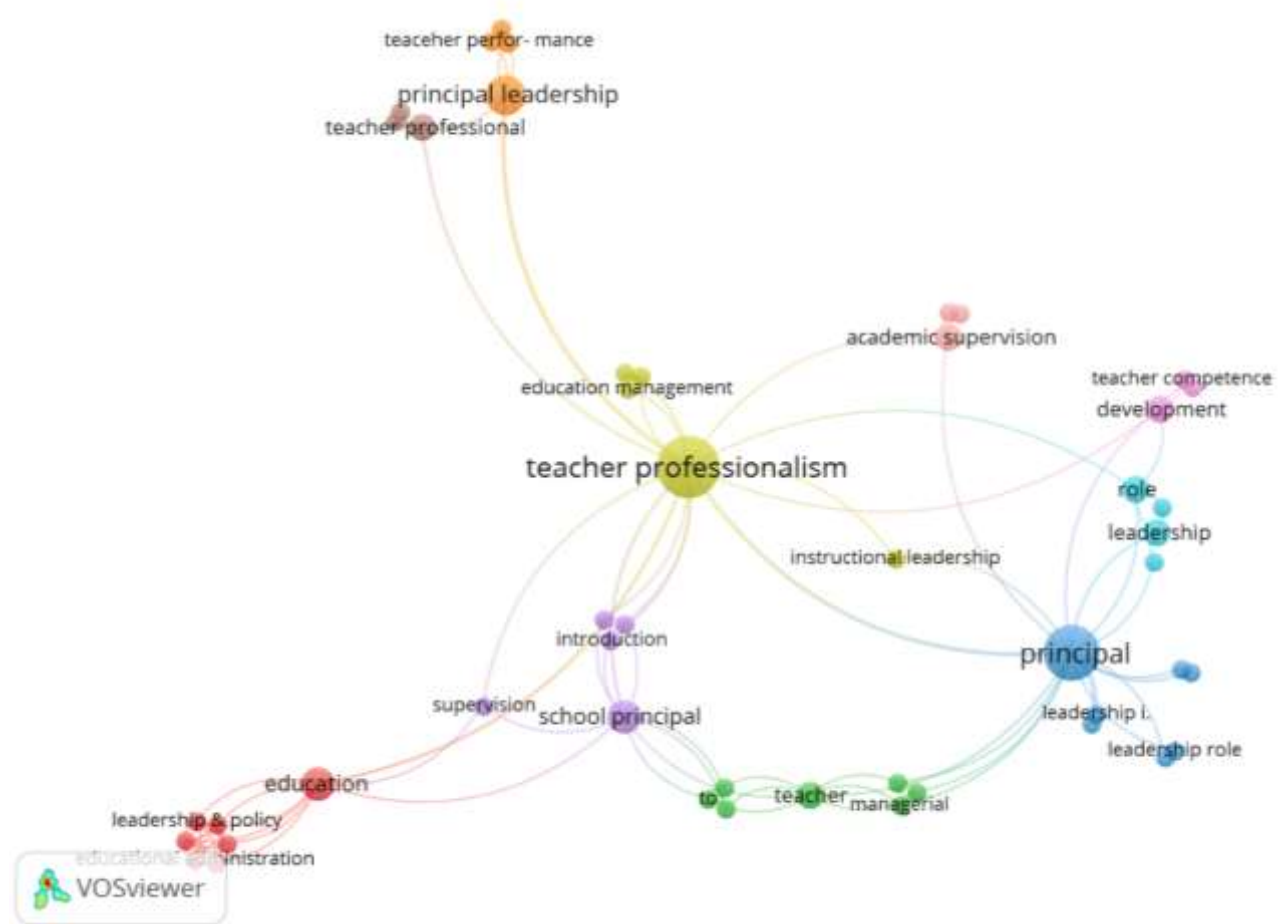
NO	Title	Author and Year	Methodology	Result
	Instructional and Distributed Leadership on Teacher Professional Development in Jakarta, Indonesia		Stratified Sampling, to divide schools in Jakarta into different strata (west, north, east, and south). The total sample is 430 participants and teachers.	1. Used Instructional and distributed leadership\ 2. Mentorship and support 3. Creating a positive school environment 4. Supervision and evaluation.
12	The Effect of Principal Supervision on Teacher Performance.	(Hidayat, 2021)	The study utilized a quantitative approach with an associative (correlational) research design. The sample consisted of 20 respondents, representing the entire population of 20 teachers at a Junior High School in 5 Ledo. Data analysis was performed using multiple linear regression methods.	The findings of this study demonstrate that principal supervision has a significant positive impact on teacher performance and teaching planning, both individually and collectively, as indicated by a t-count value of 1.870 and an influence from other variables of 0.071. The research underscores that effective supervision by school principals enhances teacher motivation and work discipline, ultimately improving the quality of teaching. Additionally, well-structured teaching planning plays a crucial role in boosting teacher effectiveness in the classroom.
13	The Effectiveness of School Principal Leadership In Enhancing Teacher Professional Competence at SMK MIFTAHUL ULUM Tumpeng Wonosari, Bondowoso.	(Nuraini et al., 2024)	The research employed a qualitative descriptive method, utilizing data collection techniques such as observations, interviews with the principal, teachers, and administrative staff, as well as document analysis at SMK Miftahul Ulum Tumpeng Wonosari, Bondowoso.	The role of the principal in improving teacher professionalism is: 1. Training program and workshop 2. Performance assessment and evaluation 3. Providing support and encouragement. 4. Creating a conducive work environment.
14	The Principal's Role in Improving Teacher Professionalism at Madrasah Ibtidaiyah	(Mariani et al., 2022)	This study employed a qualitative method with a descriptive approach. Data collection involved interviews with 22 teachers and the principal, as well as	The study concluded that the principal assumes various roles in enhancing teacher professionalism at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. These roles include: 1. Manager

NO	Title	Author and Year	Methodology	Result
	Negeri (MIN) 03 Kepahiang.		observations conducted at MIN 03 Kepahiang.	2. Educator 3. Motivator 4. Supervisor.
15	The role of the school principal as a learning in strengthening the professionalism of Batik Surakarta.	(Sholihah, 2024)	The study utilized a qualitative descriptive approach. Data were collected through observations, interviews, and document analysis. The respondents comprised the school principal and ten teachers from SMP Batik Surakarta.	The research found that the principal plays a crucial role as a learning leader in strengthening teacher professionalism through the following efforts: 1. Providing direction and vision 2. Facilitating professional development 3. Creating a collaborative culture 4. Providing constructive feedback 5. Ensuring resource availability.

## B. Occurrence Network

This study adopted a software tool, VOS Viewer, to construct and visualize data. Based on picture 1, there are 10 color clusters, including light blue, dark blue, yellow, green, red, pink, purple, orange, magenta, and brown. Cluster 1, represented by the yellow color, includes 3 keywords: teacher professional, education management, and instructional leadership. Cluster 2, represented by dark blue, includes 3 keywords: principal, leadership, and leadership role. Cluster 3, represented by green, includes 2 keywords: teacher and managerial. Cluster 4, represented by brown, includes 1 keyword: teacher professional. Cluster 5, represented by pink, includes 2 keywords: teacher competence and development. Cluster 6, represented by red, includes 3 keywords: leadership & policy, educational instruction, and education. Cluster 7, represented by purple, includes 3 keywords: introduction, supervision, and school principal. Cluster 8, represented by orange, includes 2 keywords: principal leadership and teacher performance. Cluster 9, represented by magenta, includes 1 keyword: academic supervision. Cluster 10, represented by light blue, includes 2 keywords: role and leadership.





Picture 1. Keywords co-occurrence network diagram for School Principal

### C. Thematic Analysis

#### 1. Leadership principles to improve teacher professionalism

Based on twenty-one articles about the role of school principals in improving teacher professionalism, 8 journals discussed school principals' leadership. There is a clear correlation between the role of the principal in improving teacher professionalism and school work discipline. Most journals emphasize that the principal functions as a leader who not only supervises but also supports teacher professional development through planning, implementing, and evaluating training programs. For example, effective communication and collaboration between staff are essential to creating an environment conducive to professional development (Sudarman et al., 2023). In addition, highlights the importance of teacher performance evaluation as part of efforts to provide constructive feedback and improve work discipline (Amzat et al., 2022; Nuraini et al., 2024).

However, there are differences in the approaches taken by each journal. A democratic leadership style involves teachers in decision-making, creating an inclusive work atmosphere while focusing more on motivation and work discipline as strategies to improve teacher professionalism. (Soim et al., 2020). In addition, the planning and implementation aspects of professional development programs, focus more on supervision and evaluation. (Zainuddin et al., 2022). Thus, although there are similarities in the main theme regarding the role of the principal, the approach and focus of each journal provide diverse insights into

how leadership can affect the quality of education in schools. Overall, this analysis suggests that effective principal leadership involves a variety of complementary strategies, from planning and implementing professional development programs to creating a collaborative culture and conducting performance evaluations. By understanding both these similarities and differences, we can develop a more holistic approach to improving teacher professionalism and the quality of education in schools, such as the implementation of democratic and inclusive leadership, the actualization of well-planned and sustainable teacher professional development programs, and the conduct of performance evaluations with constructive feedback

## 2. Supervision principal to improve teacher professionalism

Based on an analysis of twenty-one articles, five of them focus on the role of principal supervision in improving teacher professionalism. These articles reveal several similarities and differences. The first similarity lies in the role of the principal, where all articles emphasize the principal's critical role in enhancing teacher professionalism. Principals serve as coordinators, educational consultants, group leaders, and evaluators, all of which contribute significantly to teachers' professional development. The second similarity is the importance of academic supervision strategies. The articles highlight that structured academic supervision, such as scheduled and open supervision, coaching, and mentoring, is essential for creating a supportive and collaborative environment for teachers. Furthermore, all five articles agree on the importance of continuous professional development. Training, seminars, and workshops are identified as crucial components in improving teachers' skills, knowledge, and competencies. Another common point is the role of motivation and rewards. Recognizing and rewarding outstanding teachers is seen as an effective way to increase motivation and work discipline, which ultimately improves teaching quality. Finally, the articles demonstrate that principal supervision has a significant positive impact on teacher performance. It enhances lesson planning and classroom instruction, contributing to greater teaching effectiveness. In conclusion, the articles collectively highlight the vital role of principals and their supervision strategies in fostering teacher growth, motivation, and overall professional excellence in education.

As for the differences, the first is in the focus of the research. There is one article that focuses more on a particular aspect of supervision, such as curriculum and syllabus development, as in the article titled *Enhancing Education: Exploring Effective School Principal Supervision Strategies for Promoting Teacher Professionalism*. (Sitanggang, 2024). Others emphasize teacher motivation and discipline (Ridwan et al., 2023; Setiyono et al., 2024). Second, methodology. Different articles may use different research methodologies, such as case studies, surveys, or quantitative analysis, which may affect the results and conclusions drawn (Toni, 2023). Third, the scope of the research. Some articles may focus on a particular educational institution, such as high schools in Riau in *The Role of School Principal Supervision in Improving Teacher Professionalism at SMAN 1 Batang Gansal, Indragiri Hulu Regency, Riau Province*. While others cover types of educational institutions or broader contexts, such as in the article *Empowering Education: Unveiling Effective Strategies in School Principal Supervision to Enhance Teacher Professionalism* whose research was conducted at SMA Negeri Unggulan Sukma Nias, Gunungsitoli, Nias, Indonesia. Fourth, practical recommendations. Each journal provides different practical recommendations based on their findings, such as the type of training that should be provided or the best way to provide feedback to teachers. Thus, while there are many

similarities in theme and focus, the differences in methodology, scope, and recommendations provide diverse insights into the role of principals in improving teacher professionalism. School principals need to implement supervision based on collaboration and learning, provide relevant and responsive training, and establish a reward culture based on the process. Through these strategies, teachers will be motivated to enhance their professionalism,

### 3. Organization development to improve teacher professionalism

Based on Twenty-one articles, 5 journals discussed organization development to improve teacher professionalism. As highlighted by Cibro (2024), school principals play a pivotal role in improving teacher performance and competency by efficiently managing available resources, offering strategic guidance, and implementing targeted professional development programs. Their leadership approach emphasizes enhancing teacher skills, securing sufficient financial support, and cultivating an organizational culture that promotes innovation and continuous improvement. Additionally, principals play a significant role in recognizing and rewarding achievements, which further motivates teachers. Research indicates that principals are responsible for improving work discipline among teachers and staff in private schools, as seen in a study conducted in Yogyakarta, Indonesia. Effective planning and communication, along with the ability to direct collaboration and design learning programs, are essential aspects of their role (Cibro et al., 2024).

Furthermore, managing school facilities and finances while creating a supportive environment are critical responsibilities that contribute to the overall success of the school (Pisriwati et al., 2024). In another context, the principal at SMAN 2 Muaro Jambi exemplifies how persuasive approaches and effective communication can enhance teachers' professional competence. This principle actively engages in training and academic supervision, fostering an environment conducive to self-development. However, challenges such as limited funding and administrative burdens can impede the progress of improving teacher competence (Anggarini, 2024). Overall, principals embody multiple roles, including that of a manager, educator, motivator, and supervisor, as they work to develop teacher professionalism (Mariani et al., 2022). Their efforts in planning, supervision, motivation, and professional development are vital in shaping a positive educational landscape, ultimately benefiting both teachers and students alike. School principals need to implement democratic leadership, foster a collaborative organizational culture, and embrace leadership that is open to change. Through these efforts, organizational development aimed at improving teacher professionalism will continue to grow.

## CONCLUSION

The Teachers play a vital role in education as the primary drivers determining learning quality. Therefore, enhancing teacher professionalism is crucial and is not only the teachers' responsibility but also the duty and role of school principals. Principals significantly influence teacher professionalism through various strategies, such as academic supervision, professional development programs, mentoring, and creating a supportive work environment. An effective principal serves as a leader, supervisor, and motivator by providing guidance, organizing training, facilitating workshops, and fostering a collaborative culture within the school. Additionally, principals support teacher development by encouraging continuous learning, offering constructive feedback, and ensuring the availability of adequate resources. Overall, these roles improve teachers' competencies, work discipline, and professional growth, ultimately leading to better teaching practices and educational outcomes. This study's findings indicate that strengthening the

leadership capacity of school principals is a key strategy to promote teacher professionalism and achieve academic excellence in Indonesia.

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