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School Principal's Leadership and Teachers of English Professionalism

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Abstract: Considering the great responsibility and the role of teachers as educators, teachers must have professional competence and determination to reach the projected educational goal. This competence should be developed continuously by the teachers themselves and/or facilitated by the principal as the leader in the school. Therefore, good leadership is required to guide and direct the teachers as should. The principal's leadership quality can be seen in the success of the school he/she leads. This study examines the school principal's leadership and English teachers' professionalism at a private A-accredited high school in Palembang. A qualitative method in case study design was utilized in this study. A school principal, a vice-principal, and three teachers of English were involved as the participants of the study. The data were collected through interviews and observations and analyzed using thematic analysis. The findings of the study revealed that the school principal's leadership plays a significant role in enhancing teachers' English professionalism. The principal's leadership styles are transformational and participative, which are characterized by vision articulation, inspirational motivation, intellectual stimulation, and individualized consideration. The study also found that teachers of English at this school are highly professional. They have a strong commitment to their teaching profession and are constantly striving to improve their teaching skills and knowledge.

Key words: principal's leadership, teacher professionalism, teacher as educator

Abstrak: Mempertimbangkan tanggung jawab yang besar dan peran guru sebagai pendidik, guru harus memiliki kompetensi profesional dan dedikasi untuk mencapai tujuan pendidikan. Kompetensi ini harus terus dikembangkan oleh guru itu sendiri dan/atau difasilitasi oleh kepala sekolah sebagai pemimpin di sekolah. Oleh karena itu, kepemimpinan yang baik diperlukan untuk membimbing dan mengarahkan mereka sebagaimana mestinya. Kualitas kepemimpinan kepala sekolah dapat dilihat dari keberhasilan sekolah yang dipimpinnya. Penelitian ini membahas kepemimpinan kepala sekolah dan profesionalisme guru bahasa Inggris di sebuah SMA swasta terakreditasi A di Palembang. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Partisipan penelitian melibatkan seorang kepala sekolah, seorang wakil kepala sekolah, dan tiga orang guru bahasa Inggris. Data dikumpulkan melalui wawancara dan observasi serta dianalisis menggunakan thematic analysis. Temuan penelitian menunjukkan bahwa kepemimpinan kepala sekolah memainkan peran penting dalam meningkatkan profesionalisme guru bahasa Inggris. Gaya kepemimpinan kepala sekolah adalah transformasional dan partisipatif, yang dicirikan dengan artikulasi visi, motivasi

inspirasional, stimulasi intelektual, dan perhatian individual. Penelitian ini juga menemukan bahwa guru bahasa Inggris di sekolah ini sangat profesional. Mereka memiliki komitmen yang kuat terhadap profesi guru dan terus berusaha untuk meningkatkan keterampilan dan pengetahuan mengajar mereka.

Kata kunci: kepemimpinan kepala sekolah, profesionalisme guru Bahasa Inggris, diru sebagai pendidik

INTRODUCTION

School is a means of occurrence in the teaching and learning process. It can be said as an agent of change for society. On the principle of management, a school requires quality assurance as a benchmark to assess its success or failure. A school is said to be successful if there is good management. Successful school management, according to Komariah and Triatna (2004, p. 28), is a school that determines the fruitfulness of input, process, output, and outcome characterized by the quality of system components. What is meant by a system is a whole unit of its parts arranged systematically by the context. Thus, a successful school is a school that has good management and shows the level of suitability between achieved output and target output.

Principals and teachers constitute the primary sources of effective leadership in educational institutions that lead to improved student academic achievement (Day & Sammons, 2016; Fackler & Malmberg, 2016; Parveen et al., 2021). According to Law No. 16 Year 2007, teachers must have four competencies, such as pedagogical, professional, personal, and social competencies. In this case, considering the great responsibility and the role of teachers as educators, the writer only focuses on professional competence. The academic supervisor was highlighted as the point that was used to conduct the research (Sahaludin & Wahyudin, 2023). These researchers used meta-analysis as a method and 20 nationally accredited journals as analysis, discovering that supervision academic has been an important concern for research and education activists in enriching the scientific treasury of education management in the last ten years. The research aims to analyze the academic supervision of *madrasah* principals in Indonesia. They found that principals need to determine the right strategy to overcome the problem of teacher professionalism. This precise strategy can be through academic supervision and consists of work motivation, a plan of learning, and the achievement of the teacher.

In addition, pre-service teachers were subjected to a series of interviews by Suyatno, et al. (2023). According to their research, the *Kampus Mengajar* program is utilized by pre-service teachers to share and receive experiences to enhance their professionalism. They found that the experience gained by teachers is used to guide students, perform school administrative tasks, assist colleagues in schools in adapting to technology, develop various academic tasks, and provide a workplace conducive to learning. Meanwhile, the role of the school principal is not active. It was a lack of knowledge in training and engaging the progress of the era.

Based on the previous studies above, there is not much research that has been done about the way how the principal's role is in improving English teacher professionalism. Therefore, this research has the potential to develop the teachers of English professionalism through the school principal's role. Hence, this research aims to explore: (1) how the school principal accommodates the professionalism of English teachers, (2) what the school principal

leadership styles are, and (3) how professional competence is implemented in the classroom by the English teachers.

LITERATURE REVIEW

A. Leadership

Leadership is something that plays a dominant, critical, and crucial role in improving work performance. According to Tucker (2003), leadership is the ability to influence or encourage a person or a group of people to work voluntarily to achieve certain goals or objectives in certain situations. Nindie (2022) stated that there are some aspects of leadership in the field of education. First, it is planning. The purpose of planning is to determine the achieved goals and create the action that must be done in order to achieve those goals. For example, planning of school programs and planning of facilities and infrastructures. The second is organizing. Organizing includes managing and empowering human resources. The last is actuating. It focuses more on how to direct teachers and staff in carrying out their duties according to the obligations assigned to them. Accordingly, Stephenson (2011) said:

To meet the changing imperatives, responsibility for leadership is required for all English language teachers in the profession. The same issues that are making leadership more complicated apply to ELT professionals. All necessitate a different set of skills. Change begins with the individual and requires developing the leadership skills of everyone....

This individual and collective learning inspires reform and provides ELT teachers with the necessary skills and knowledge to adapt to multiple changes. (p. 7)

The above statement from Stephenson shows that there is a responsibility for the ELT teacher to foster the learning of the team in order to develop the students' capacities to cope with change. Hockley (2023) argued that many ELT teachers identify positive factors in developing their skills because there is strong leadership conducted by the school principal, such as providing a seminar or workshop at school. It means that positive factors lead to a greater sense of organizational citizenship among teachers.

B. School Principal

The school principal, as the leader of the school, has high and full responsibilities directly in building commitment and working together with all components of the school in order to achieve school success. The school principal also understands the tasks and functions of developing school success. According to Shaked (2021), it is important to build good relationships with the components of the school.

Researchers have discerned a number of leadership styles. The most commonly known has been identified by renowned social scientists, namely Kurt Lewin and his colleagues in 1939. There is authoritarian or autocratic, democratic or participative, and laissez-faire or passive. The authoritarian leader makes all decisions independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself.

There is another set of school leadership styles, such as transformational leadership and transactional leadership. The styles which go through the following types is provided by Bass (1985) as follows:

1. Transformational Leadership can be defined as increasing the interest of the staff to achieve higher performance through developing the commitments and beliefs in the organization. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders. Shao et al. (2022) stated that transformational leadership is a kind of leadership in which leaders shape a shared vision with employees, which can arouse the organization's members to work for a common goal consciously.
2. Transactional Leadership is based on the reciprocal exchange of duty and reward that are controlled by the principal. Transactional leadership is defined as setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks. Transactional leaders focus on the basic needs of their staff, but they are not interested in providing high-level motivation, job satisfaction, or commitment.

C. Professional Development

In the teaching profession, developing an ability in professional activities is obligatory in order to fulfill professional demands. As stated by Evans (2011), teacher professionalism is heavily related to professional development. It constantly requires professional competence and expertise (Townsend & Bates, 2007). Teacher professionalism assertion, in particular, appears due to current changes in society, such as profession, organization, and life career. Those changes must be faced by personal changes (Smith, 2004).

Based on the results of several studies, there are some factors that influence professional development. However, Kwakman (2003) has a deeper interpretation related to this study. He found several factors that influence teachers' participation in professional development. Those factors include 1) personal; 2) task or duty; and 3) environment. Based on this study, the personal factor is a dominant one compared to other factors.

Two factors make an educator called a professional: internal factors that include interests and talents, indicated by a strong willingness to carry out duties well; and external factors in the form of positive support from the surrounding community, which is availability through infrastructure, and involvement in various trainings needed by educators (Danumiharja, 2014, p. 23).

D. Previous Studies

There are three studies related to the principal's role in improving teacher professionalism. First, Sahaludin, et al. (2023) investigated the academic supervision of *madrasah* principals in Indonesia. The method used was meta-analysis. The writer analyzed 20 nationally accredited journals. The data were collected, categorized, displayed, and concluded. The findings showed that *madrasah* principals need to determine the right strategy to overcome the problem of teacher professionalism through academic supervision. The aspects of problems were work motivation, academic supervision of school principals, achievement,

professionalism, planning, principals, teacher competence, documentation studies, success, leadership, student achievement, staff, madrasah, quality, training, learning process, lesson plans, supervision, employees, educational institutions, practice. The researchers mentioned that the strategy can be through joining the PKB (*Pengembangan Profesional Berkelanjutan*), such as taking courses and training, attending seminars and conferences, and doing peer observation. The purpose was to deepen knowledge and skills in the areas of English, pedagogy, and the use of technology in learning. Based on the results, it means that the specific strategies mentioned could be the right decision to mark the teachers as professionals.

Second, Suyatno, et al. (2023) determined how the *Kampus Mengajar* program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. The results showed that although the *Kampus Mengajar* program experiences various challenges, it can be used by pre-service teachers to enhance their professionalism by sharing and receiving experiences. In this research, the researchers shared the role of the school principal in guiding students, performing various administrative tasks, and learning in the workplace. The school principal prepared the activity that was appropriate to school needs and contextual to local culture. It showed that theory and practice done by pre-service teachers were in line with the program. Also, the school principal supported anything that relates to what the teachers need.

Third, Karim, et al. (2023) determined the professionalism of Islamic Religious Education teachers in the era of Society 5.0 in Indonesia as a type of meta-analysis research. Data sources came from 17 national and international journals published from 2013-2023. The data collection technique was a direct observation of online databases. The findings of the study concluded that professional Islamic Religious Education teachers have a positive influence in supporting the progress of Islamic Education in Indonesia. It means that teacher professionalism is needed to encourage the progress of the teaching and learning process.

METHOD

A. Type of Research

To answer the research questions, this study employed a qualitative research design through an interview and an observation, which are used to investigate the principal's role in improving teacher professionalism. Creswell (2012) argued that qualitative study is a means for exploring and understanding the meaning of individuals or certain groups. The study needed qualitative results because the authors focused on the resulting actions, so it avoids bias in the self-assessment of certain individuals or institutions that are the subject of research. The phenomena provide a complete overview to be done by a qualitative research design.

B. Research Subjects

In determining the research participants, the purposive sampling method was used. In qualitative research, this method is used to decide special characteristics that are in accordance with the research objectives so that they are expected to be able to answer research problems. Therefore, the participants chosen to acquire the data for this research were the school principal, the vice principal of academic affairs and curriculum, and three English teachers.

C. Research Procedure

Two types of instruments were used to collect data from the participants.

1. Interview

In this research, all interview activities were conducted face-to-face and sequentially. The authors interviewed the school principal, the vice principal of academic affair and curriculum, and three English teachers.

2. Observation

In addition to the interview, observation in this research is aimed to enrich more data. The data were obtained by observing the tenth, eleventh, and twelfth grade English classes face-to-face and taking some notes on the three English teachers' professionalism competence in the classroom.

The validation used in this research was triangulation. The authors chose triangulation because it is to strengthen evidence. When findings from various data sources confirm each other, this strengthens the credibility and trust in the research results.

D. Data Analysis

The analysis used in this research was thematic analysis. The data was sorted and classified into a variety of codes before they were sorted into several themes. Similar themes were reviewed and grouped into respective categories. The data from the instrument were analyzed qualitatively by looking at the relevance of the principal's role in improving teacher professionalism.

RESULTS AND DISCUSSIONS

The table below is the initials of the participants in this study. To protect their identities, the writer has coded the initials.

**Table 1:
Initials of Participants**

No	Initials	Status
1	HW	School Principal
2	MZ	Vice Principal of Academic Affair and Curriculum
3	YY	English Teacher
4	MR	English Teacher
5	RU	English Teacher

It was found that there were certain ways of the school principal that conducted the professionalism of English teachers as shown in Table 2 below.

**Table 2:
Themes and Categories**

Themes	Categories
Opportunity	a) Teacher community b) Professional development c) Curriculum development d) Career advancement
Evaluation	a) Involving all elements of the school b) Having a meeting regularly
Learning Environment & Facility	a) Learning methods b) The use of technology c) Facility and infrastructure

This section answers the first research question about how the school principal accommodates the professionalism of English teachers. The results of the interview pointed out four stages: (1) teacher community, (2) professional development, (3) curriculum development, and (4) career advancement. The following paragraphs discuss each one of them in more detail.

A. How the School Principal has Accommodated the Professionalism of English Teachers

1. Teacher Community

A teacher community fosters collaboration and knowledge sharing. Teachers learn from one another, share best practices, and engage in collective problem-solving. According to Kwon & Choi (2022), a teacher-learning community is a space for cooperation among teachers, which supports new teachers' self-development to grow their experience and expertise. While asking the efforts to improve the professionalism of English teachers, the participants' responses can be seen below:

We also make internal efforts to maintain the quality of our human resources through training programs and sending them to various activities to ensure that these things can be maintained. By attending the seminar, they certainly gain new knowledge Institutionally, we have supported them to become better in their capacity as English teachers. (HW)

In today's educational world, the most important emphasis is on strengthening human resources. It starts with teachers, how teachers learn, develop, and participate in training provided by the Ministry of Education and Culture, etc. (MZ)

It is agreed by one of the English teachers as follows:

There is a program called NGOPI here. It is held once a month, and it has already reached episode 30. (RU)

The results showed that the school principal's leadership played a significant role in improving English teachers' professionalism. The school principal provided a good teacher community. The success of a school did not only lie in the quality of its teachers but also in the

strength of the teacher community that was built. The principal defined a clear vision and mission for the teacher community. Under the leadership of a visionary principal, the teacher community could become a major driving force in achieving educational excellence. It was in line with the previous related study conducted by Suyatno, et al. (2023) about teachers' professionalism by sharing and receiving experiences. The results showed that the teachers grew and learned in the workplace, it was because of the teacher community. Thus, they had a better understanding of school life realities. It means that both the writer's results and Suyatno's results have progressed in comparing the teachers' professionalism at each school. To sum up, based on the participants' responses above, the school principal supported some programs that accommodate the professionalism of English teachers. By providing a space for teachers' creativity, it made a good teacher community.

2. Professional Development

Three English teachers agreed that professional development was formed because of the school program created. According to Safrizal, et al (2022), professional development is a means to develop teacher competency capacities from those that have not been achieved to those that have been achieved. While asking about the existence of a professional competency program in school, the participants' responses can be seen below:

I'm not the type of person who is creative enough to attend seminars independently. However, this school provides a place for us to explore (like the in-house training and NGOPI talk show). We are also required to conduct self-training regularly, but since the leadership style here is to guide teachers to be creative, it helps control those who are less motivated. (RU)

We have a program called NGOPI, which stands for *Ngobrol Pintar* held once a month. In this program, we discuss the skills that teachers need to teach. (MR)

The second is support from the school itself. The school facilitates, both in terms of being included in training or seminars. (YY)

It can be concluded that the professional development of English teachers at this school was already good. The school principal gave teachers the opportunity to join seminars, provided a place to share knowledge, and created a program to support teaching and learning evaluation. It is in line with Ofsted's research (2016) stated that effective professional development considers both individual and group learning needs.

Both the writer and Ofsted's research claimed that individual needs encompass what teachers want to learn (content) and their situations (life experiences, circumstances, career stage). These factors, along with learning goals, performance reviews, and professional standards, all influence a teacher's needs at a given time (Day et al, 2007; Grundy & Robinson, 2004). Well-designed professional development caters to different starting points and tailors its approach to the varied needs of educators (Loucks-Horsley & Matsumoto, 1999).

3. Curriculum Development

While asking about the implementation of curriculum development, a vice principal of academic affairs and curriculum argued her opinion regarding her field. She said:

My job is to ensure that the curriculum design works The curriculum already exists, and each school has its own specifications. This includes adding an IT curriculum, an IMTAQ curriculum, an English curriculum, and so on. (MZ)

She added:

Our school is called Life-skill Technology Informatics, so since the school was established, there has been curriculum development. For example, we have additional hours of IT and IMTAQ, which are included in the intracurricular program. Specific example, in IMTAQ, there is character development in grade 10 and memorization of the Quran (*tahfidz*) in grade 11. Then, in IT, there are additional hours at all levels We also have additional English classes. The curriculum only provides 2 hours per week, but we add another 2 hours in grades 10 and 12. (MZ)

It can be concluded that the vice principal has already worked in line with her job. She gave an opportunity to develop innovative and student-centered curriculum, such as IT, IMTAQ, and English curriculum. As stated by Mensah (2009), in order to guarantee that the curriculum appropriately represents the standards and values of society, involving the student's needs must be done. The vice principal linked the development curriculum to keep up with the times. It is in line with the previous related study conducted by Sahaludin, et al (2023).

The results showed that curriculum development is interpreted to all the organized courses, activities, and experiences. In that sense, it is clear that curriculum activities were not limited to the classroom, but also included activities outside the classroom. It was mentioned in the discussion that there was curriculum development of IT, IMTAQ, and English. In short, all activities that provide experience in the process of education or learning for learners are essentially curriculum.

4. Career Advancement

According to Wong (2014), career advancement can be done by improving the quality of the teaching profession through knowledge transfer. In line with this, the school principal has the same opinion regarding the involvement of teachers in educational organizations. He stated:

We participate in external training. When there are IGM teachers, we are usually chosen as the leader and secretary in MGMP ... This shows that in the eyes of the community, we have been forged into a good school and our teachers are considered professional. Meanwhile, internally, we also strive to maintain the quality of our human resources through training or sending them to various activities. (HW)

The English teachers confirmed as follows:

Two years ago, there was MGMP. Unfortunately, this year is canceled because of the same schedule with our teaching and learning activities. (YY)

Besides educational organization, there is supervision here. The teaching method is observed. Supervision is scheduled, usually done per semester. (RU)

In the research conducted by Garet and colleagues (2001), the factors that contribute to career development are listed as teacher's field knowledge, effective learning opportunities, and other development activities. Giving the English teachers, a floor to attend some programs (MGMP, NGOPI, and supervision), can pave the way for a fulfilling and successful career.

In relation to this, the principal of this school has demonstrably taken steps to teach community, professional development, curriculum development, and career advancement. It indicates that these are the ways school principals accommodated the English teachers' professionalism.

B. How the School Principal Showed Leadership Style

The second research question is about the school principal leadership styles. The results of the interview pointed out two stages: (1) involving all elements of the school and (2) having a meeting regularly.

1. Involving all elements of the school

While asking how the school principal involved teachers and the school community in creating the school's vision and mission, the school principal stated:

First of all, the school has a vision and mission since it was first established. It comes from what is desired by the entire school community. We involve all elements of the school. The school committee, community leaders, parents, stakeholders, and students Next, the way we involve them is by inviting them and explaining "These are our visions, missions, and goals." Finally, we explain to them and ask them whether these visions, missions, and goals are still relevant today. (HW)

In relation to this, the vice principal also added:

The school principal involves all elements of the school. It is started by teachers, staff, parents, even students. So, from the vision and mission, we create a work program. (MZ)

The following are the opinions of the three English teachers:

In my opinion, the principal is very attentive to our visions and missions. So, all of his activities are based on what we expect and what the school's target is. So, it is not outside of the path of what we want to achieve, get, and reach. (YY)

The principal's ability at this time is certainly very good because he sets the visions and missions not based on what he wants, but on what the school wants to achieve in the future. The principal always involves teachers and other vice principals when making the vision and mission. (MR)

It has been implemented well because in every meeting or opportunity if it needs to be discussed, it is usually brought up again. It directs teachers to stay on track. (RU)

Giving opportunity and evaluation to the elements of the school, especially stakeholders, parents, and students, is the way for school principals to involve vision and mission. The writer assumed that the leadership style of the school principal was transformational. It is proven in

the way how he involves the elements of the school by gathering teachers, staff, students, and parents. Transformational leadership, according to Bass' theory (1985), is the way leaders increase the interest of the staff to achieve higher performance through developing the commitments and beliefs in the organization. The school principal aligned the vision and mission of the school with current developments. He had good communication with all elements of the school, inspired the targeted goals, and gave good feedback.

A school principal's leadership qualities, specifically their vision articulation and inspirational motivation, can significantly influence the professional development of English teachers within the institution by setting the direction and inspiring growth. The school principal who clearly articulates a vision for the English language program inspires teachers to see the bigger picture and how their work contributes to student success. This vision can focus on promoting stronger communication skills, fostering a love for literature, or preparing students for global citizenship. A well-defined vision motivates teachers to align their professional development goals with the program's overall direction. In addition, the writer asked another question related to how the school principal's ability to focus on learning and teacher performance in the classroom. Three English teachers stated:

In my opinion, the principal pays great attention to our vision and mission. (YY)

.... He supports everything that the teachers need in the classroom to teach, especially in terms of projectors, good internet, and adequate space. (MR)

It has been implemented well. The principal keeps the teachers on track. (RU)

It means that the school principal is responsible for his duty. All English teachers of this school were satisfied with his leadership. In line with this, Avolio and Bass (1985) stated that transformational leaders are motivating, influential, and proactive. They optimize people's development and innovation and convince them to strive for higher levels of achievement. So, the authors assumed that it is a transformational leadership style. It can be seen from the school principal forming interconnectedness and enhancing relationships that transform effectively. The leadership style of the school principal facilitates individualized consideration for the professional growth of English teachers. For example, teacher voice, peer learning, and mentorship programs.

2. Having a meeting regularly

While asking whether or not the school principal conducts a meeting regarding to teacher performance, the school principal stated:

We are accustomed to planning everything. For example, in the new academic year, we usually have a work plan that is outlined at the beginning of each year, complete with details of activities, implementation, and even budget allocations that are contained in the School Budget Work Plan (HW)

The vice principal added:

The principal created a meeting. So, before we start working, we (all teachers and employees) gather for 10 minutes Then, we regularly have a global meeting once a month to evaluate what has been done in a month. (MZ)

Three English teachers' responses can be seen below:

There is a meeting. It is usually *Triwulan* for the teacher's performance. If it is about improving or learning process, there is Rehab (Reflection of Learning Outcomes). (YY)

Of course, we have further meeting However, for teachers in general, we have a program called NGOPI which stands for *Ngobrol Pintar* once a month, where we discuss the skills that teachers need to teach. (MR)

.... If it is for teachers in general, there is in-house training, the program is called NGOPI. It does not focus on the professionalism of English teachers only, but also on other things. (RU)

In summary, the school has a good planning and evaluation system. The school principal created some regular meetings that are held for teachers in general, such as short meetings (10 minutes), monthly meetings, special teacher performance meetings (*Triwulan*), and NGOPI.

The authors assumed that based on school principal performance, the style of leadership here was participative leadership style. According to Likert's theory (1967), participative leadership can be an effective leadership style to increase team member motivation and engagement, improve decision-making quality, and enhance team member responsibility and ownership. It can be seen from the school principal involved all elements of the school (including students, the school committee, community leaders, and education leaders). The leadership style of the school principal facilitates individualized consideration for the professional growth of English teachers. For example, the needs identification, personalized development plans, and differentiated support. The styles contribute to the overall success of the school by improving teacher morale and retention and enhancing the teaching quality.

C. How the Professional Competence is Implemented in the Classroom by the English Teachers

The third research question is about how professional competence is implemented in the classroom by English teachers. The results of the observation pointed out three stages: (1) learning methods, (2) the use of technology, and (3) facility and infrastructure.

1. Learning methods

The learning methods used were scientific, project-based learning, and inquiry-based learning. Based on the observation results, the learning methods implemented have been proven effective in increasing student motivation and engagement. This result is in line with Karim, et al (2023)'s research. It revealed that teacher professionalism is needed to encourage the progress of the teaching and learning process. In other words, the results of the study showed that the principal successfully implemented all the roles of a school leader. This is evident from the school's achievements, such as the students are seen to be more active and

enthusiastic in participating in learning. They also demonstrate good critical thinking, problem-solving, and communication skills.

2. The use of technology

The teachers used a variety of media, such as laptops, projectors, handphones, and books. The teachers were mastering and understanding all aspects of materials in teaching. The use of technology has been proven to be beneficial for students in increasing motivation and engagement, personalizing learning, and accessibility, and developing 21st-century skills. Reddy and Sujathamalin (2005) mentioned that the success of education programs for students to a large extent depends on the teachers' awareness, attitude, and competencies to deal with students. In line with this, the school has adequate resource availability to gain the students technologically literate.

3. Facility and infrastructure

Adequate facilities and infrastructures are important factors in supporting an effective learning process. The school realizes this and has provided various complete facilities and infrastructure to support teaching and learning activities. The available facilities and infrastructure are beneficial for students in increasing comfort and security, supporting the learning process, developing creativity and achievements, and shaping character and personality.

In short, based on the results of interviews and observation, strong leadership can foster a supportive and stimulating environment that encourages teachers to grow professionally. The theoretical ground underlying this finding is from Douglas's theory. It is stated that good leadership is an identifiable and consistent property, a characteristic that makes individuals recognizably consistent from one situation to the next. It is the same as the research conducted by Rivera & Zapata (2019). The results showed that a supervisor with good management will foster a climate of trust and provide personalized assistance. The authors' findings consistently highlight the positive impact of strong and effective leadership on teacher professional development, satisfaction, and student achievement.

CONCLUSION

In conclusion, the findings of the research have shown that the interview and observation gained an in-depth understanding of the principal's mindset, values, and beliefs regarding leadership. The school principal uses a transformational leadership style, which is characterized by vision articulation, inspirational motivation, intellectual stimulation, and individualized consideration. Also, it is a participative leadership style by engages all elements of the school in every activity. The implementation of teachers' professionalism carried out by school principals can be seen through accommodating the needs of teachers to continuously learn and grow.

The findings of the study revealed that the school principal's leadership plays a significant role in enhancing teachers' English professionalism. It means that there are positive impacts on school leadership practices. To empower teachers and boost their professionalism, principals must focus on three key areas. Firstly, he needs to recognize the impact leadership styles have on teacher development. Secondly, honing leadership skills and knowledge are

crucial for effective implementation. Finally, collaboration with teachers is essential to craft specific strategies that nurture professionalism within the school. Therefore, further research related to the principal's role in improving teacher professionalism is necessary. Future research should be conducted with more equipped data instruments to obtain richer data.

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