

The Principal's Strategy for Improving the Professionalism of Public Madrasah Aliyah School Teachers

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ABSTRACT. This study aims to determine the principal's strategy for improving teacher professionalism at Aliyah Negeri 10 High School South Tangerang. This research uses qualitative methods. Data is collected through observation techniques, interviews, and document studies. Furthermore, it is analyzed with three activity flows: data reduction, data presentation, and conclusion drawing. The results of this study show that: (1) the principal's policy process in improving teacher professionalism has been running well. Laws and government regulations guide them. (2) The principal's strategy in improving teacher professionalism by carrying out training to improve teacher professionalism, academic supervision, evaluation of teacher performance, continuing postgraduate education, including teachers in seminars and workshops outside of school. (3) the principal's strategy for improving the professionalism of teachers has been working well. They are judged by the principal's academic supervision activities and teacher performance assessment results. (4) the obstacles of the principal in improving teacher professionalism, namely the time of teaching and learning activities clashing with activities to increase teacher professionalism. (5) supporting factors in improving teacher professionalism, namely the enthusiasm of teachers who want to participate in activities to increase teacher professionalism. s academic supervision activities and teacher performance assessment. (4) the obstacles of the principal in improving teacher professionalism, namely the time of teaching and learning activities clashing with activities to increase teacher professionalism. (5) supporting factors in improving teacher professionalism, namely the enthusiasm of teachers who want to participate in activities to increase teacher professionalism. s academic supervision activities and teacher performance assessment. (4) the obstacles of the principal in improving teacher professionalism, namely the time of teaching and learning activities clashing with activities to increase teacher professionalism. (5) supporting factors in improving teacher professionalism, namely the enthusiasm of teachers who want to participate in activities to increase teacher professionalism.

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INTRODUCTION

The world today is characterized by rapid and global changes. In this era of globalization, it is necessary to have qualified and competent human resources. These human resources are produced from quality educational activities with the principal's leadership in leading and developing the school. The success or failure of education and learning in schools is strongly influenced by the ability of the principal to manage school components and improve the quality of education (Susanto, 2016). A successful leader is a leader who has the correct principles, honest

and trustworthy (Asnafiyah, 2020). The principal is an educational leader at the education unit level responsible for the success of the school he leads. The power that the principal must possess is about knowledge and understanding of management and leadership because it is not uncommon for education and learning failures in schools to be caused by a lack of knowledge of management and leadership that must be done.

A practical principle is a very urgent factor because even though the school has adequate educational facilities and infrastructure, sufficient funds, and standard human resource potential, everything will be in vain if the principal cannot manage it professionally (Tanjung *et al.*, 2021). In addition, one of the critical elements in the implementation of education is the teacher because the teacher is the one who creates a good and directed learning process for students. With the role of the teacher, the teaching and learning process (KBM) will be continued and implemented. Therefore, the role of the teacher is significant in creating educational success.

The quality of this nation's education is very concerning, as the low quality of human resources for education personnel who have not met expectations. In Law No. 14 of 2005, article 8 concerning Teachers and Lecturers, "Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and can realize national education goals (President of the Republic of Indonesia, 2005). On the other hand, a teacher must have competency standards that include pedagogic, personality, social, and professional competencies (Yunus, 2019). Of the 3.9 million teachers currently available, there are still 25% of teachers still need to meet the academic qualification requirements, and 52% still need professional certificates.

Teachers are one of the determinants of success in school learning. Therefore, principals should pay attention to and develop teacher professionalism so that in carrying out their duties, they have high productivity and are full of responsibility. Educators already have the knowledge, skills, and abilities obtained in pre-service education, but teachers are faced with several problems over time. For that, it is necessary to have a program of activities carried out by schools to maintain and improve teacher competence. Previous research conducted by Lazwardi (2016) shows that teachers are one of the factors that influence the quality of education. Teacher professionalization implies increasing all power and effort to optimally achieve what services will be provided to the community and improve teacher competence. It is necessary to carry out a testing system for teacher competence. The results of further research by Wahyuni (2018), That teacher competency improvement needs to be carried out by improving the teacher recruitment system, bottom-up teacher competency improvement patterns, empowering Teacher Activity Groups (KKG) and Subject Teacher Consultations to create collaboration-oriented teacher self-improvement, and optimizing professional improvement programs based on continuation and lesson study with e-literacy support.

Leadership is a skill and responsibility in increasing human resources (Meraksa *et al.*, 2022). Principals, as school leaders, have a challenging task to improve the quality of schools must prepare skilled and qualified personnel and make experienced and qualified educators need a strategy to improve teacher professionalism. Principals must have the right approach to make teachers professional education personnel in improving their education, implementing the teaching and learning process, and curriculum development. The principal's strategy plays a significant role in the professional development of teachers so that the success of the teaching and learning process in schools can be appropriately achieved (Nirwana *et al.*, 2015). This study aims to determine and understand the principal's strategies for improving teacher professionalism and what factors support and obstacles to increasing teacher professionalism at SMA Negeri 10 Tangerang Selatan. This research is essential to determine the principal's strategy and contribution to the welfare of teachers.

METHOD

The method used in this research is descriptive qualitative, which is intended to describe the phenomena that occur, either in the form of natural or artificial, and is descriptive research. These phenomena can be activities, conditions, characteristics, similarities, bonds, changes, and comparisons between several phenomena (Sugiyono, 2019). This study's data sources were principal informants, vice principals, teachers, administrative heads, and students of Madrasah Aliyah Negeri 10 Tangerang Selatan.

In this study, the primary information collection technique used written notes addressed to informants, and the data obtained were qualitative. After that, the interview results can be validated by observation or by reaffirming the interview answers to informants or other people who understand the problem under study (Sukmadinata, 2017). The collection technique in this research is through observation, interviews, and supporting school data. The data analysis technique in this research is through reduction, display, and data verification.

RESULT AND DISCUSSION

Result

Based on observations during the study, it is illustrated that the school consists of a 2-story building equipped with adequate facilities. The location of the school land is high enough that it is not easy to be affected by floods. The school environment is neat, clean, and comfortable. There are many green trees in the school environment to relax the atmosphere, beautify the school environment, and be used as learning objects or media.

Schools should give teachers the right to obtain learning facilities and infrastructure to support their profession and get teacher training and professional development (Nursalim, 2022). Aliyah Negeri 10 Middle School, South Tangerang City, carries out programs to realize enhancement of teacher professionalism, as stated in Law No. 14 of 2005 concerning Teachers and Lecturers says that teachers are professional educators with the main task of educating, teaching, guiding, directing, evaluating, training, assessing, and evaluating students in the formal education path (President of the Republic of Indonesia, 2005). As an implication of Law No. 14 of 2005, teachers must undergo various processes of professional competency improvement programs both within the national and school scopes. For this reason, this school organizes training programs, academic supervision, and teacher performance evaluation, delegates teachers to workshops and seminars, and continues education to a higher level to improve teacher professionalism to achieve learning objectives.

Based on the results of the author's document study, most of the teachers of SMA Negeri 10 Tangerang Selatan City have educational backgrounds, including 23 teachers with undergraduate education (S1) backgrounds, five teachers with master of education (S2) backgrounds, seven teachers with non-educational backgrounds but still within the scope of his field of expertise, and one teacher with a location outside the master of education (S2). Regarding educational experience, most SMA Negeri 10 Tangerang Selatan City teachers are within the scope of their field of expertise. Professional teachers' competence includes teachers' ability to carry out their duties as learning designers, learning directors, learning managers, evaluators, and curriculum implementers.

Before teaching, the educators (teachers) of SMAN 10 South Tangerang City always make a Learning Implementation Plan (RPP) so that learning activities are focused. In practice, the teacher always refers to his lesson plans before starting the lesson. Of the five teachers I interviewed, all educators, before teaching, made lesson plans. Based on the results of the document study, it can be seen that the lesson plans made by Mr Santoso follow the 2013 curriculum. The lesson plans must refer to the applied curriculum, namely the 2013 curriculum. According to the Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation, one of the

characteristics of the RPP by the 2013 curriculum is that the learning process consists of scientific activities (5M), namely observing, asking, collecting data, associate data, and communicate (Kemendikbud RI, 2013). The lesson plan includes analyzing, implementing, processing, reasoning, and presenting learning. The approach is scientific, with questions and answers, interviews, discussions, and role-playing.

From the results of the author's observations, Mr Santoso, a teacher at SMAN 10 Tangerang Selatan City, makes RPP before learning and is always brought when teaching and doing learning activities following the RPP that he has made. He uses different methods in every lesson. Some methods are discussion methods, lectures plus questions and answers, and illustrating studies in pictures on the blackboard so students can understand them easily. In addition, teacher professionalism can be seen from the mastery and application of different learning methods according to the material being taught.

In learning activities in the classroom, the teacher plays the most critical role in effective learning and can achieve the teaching objectives. According to Diah Ayu, a student of class XI IPA, the teacher conveys material well and quickly understands, delivers material does not only use textbooks or journals. The teacher also often uses props and videos so students can see, observe and understand the material presented. Learning methods are usually used varied. For example, the teacher explains the material, after which groups are made to discuss or conduct experiments using lab tools. Not only that, but usually, in learning, we observe cases in videos or props (Diah Ayu, 2022). Teachers of SMAN 10 Tangerang Selatan City not only evaluate learning at the end of the lesson meetings in a period weekly, monthly, and at the end of the lesson. Evaluation is carried out to ensure teachers know how students understand the material. Then students whose scores do not meet the KKM standard will be given remedial.

In general, SMA Negeri 10 Tangerang Selatan City teachers are from an undergraduate educational background, teaching according to their field of expertise. Before carrying out learning, it is required to make RPP so that learning is structured and directed towards its goals and objectives. The methods used in education are varied and different, not monotonous, and can reduce student boredom. The teacher explains that the subject matter is easy for students to understand and understand.

Discussion

Forms of Principal Strategies in Improving Teacher Professional Competence

In running a program, it takes the right strategy to run it. With the right strategy, the program being implemented is expected to run optimally and in line with expectations. Saifuddin Hasan said that strategy is "*a tool to achieve the goals of the institution/ organization which are among others: a) comprehensive, covering all aspects of the company; b) unified all parts or units in a company; c) integral (integrated)*" (Hasan *et al.*, 2013). Strategy is the careful planning of all activities that will be carried out to achieve the goals as expected (Sofyan, 2015). Strategy as a tool to achieve goals (Khaeroni & Farhurohman, 2020). Strategic objectives are the strengths of resources, capabilities, and internal core competencies to achieve company goals in a competitive environment (Hitt *et al.*, 2002).

Professional strategies must use decision-making structures, professional skills, and knowledge resources to encourage exploratory learning and change. Professional leadership is manifested as maintaining a shared vision and climate of trust, improving data systems, and adopting formative assessment to support evidence-based learning and teacher problem-solving (Zhang *et al.*, 2021). The success of educational goals is closely related to the leadership skills and wisdom of the principal, one of the academic leaders. The principal plays a very urgent role as a leader increase the educational atmosphere at school (Rahman & Subiyantoro, 2021). Therefore, the principal is a professional office in the school organization who is in charge of planning the

overall organizational resources and collaborating with teachers to educate students to achieve educational goals (Adiyono & Maulida, 2021). One of the competencies that a teacher must possess is professional competence (Ariyanto & M. Syahidul Haq, 2019).

Through his managerial competence, the principal is also responsible for improving the school's human resources according to their needs (Wulandari *et al.*, 2022). The principal must have the right strategy and reasonable steps in supervision, and this is done continuously so that, in the end, teachers can quickly develop their performance (Imamah & Churrahman, 2022). Today's principals also need to grow and learn throughout their careers to adapt to the changing needs of students and schools (Hayat *et al.*, 2015). As a leader in the school, the principal is responsible for the school's progress and the teachers' professionalism. The principal's efforts to improve the professional competence of teachers can support the achievement of educational goals in schools. The principal motivates teachers through guidance, advice, reprimand, and encouragement by understanding the need to increase teachers' professional competence.

Teacher professionalism is born slowly. There need to be activities carried out by schools to improve teacher professionalism. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which explains that professional educators aim to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty. , have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Nirwana *et al.*, 2015). Professionalism comes from the word profession, which means position. A professional person is a person who can carry out the duties of his work in a suitable manner, both conceptually and applied. Professional teachers have qualified abilities to carry out the responsibilities of a teacher's position (Ambarita, 2015). With the existence of experienced teachers, it is hoped that they can print better and quality education (Divine *et al.*, 2021). SMA Negeri 10 Tangerang Selatan City conducts teacher professionalism improvement programs carried out in schools, such as training programs conducted in school and outside of school, academic supervision, involving teachers in educational seminars and workshops organized by the government or from other agencies, suggestions for continuing postgraduate education and evaluating teacher performance.

Training

Training is a process of teaching specific knowledge, skills, and attitudes so that employees are more skilled and able to carry out their responsibilities well (Mawardi, 2019). In education, there is a need for competency-based training programs because some still need to meet the requirements/standards of teacher professional competence. Competency-based training programs in professional competence provide training in scientific writing, scientific information transformation techniques, software/hardware mastery, and counselling techniques, based on which teachers can develop their competencies (Rusdin, 2017). In essence, training is a learning process (Bariq, 2018). SMA Negeri 10 Tangerang Selatan City has programs to increase teacher professionalism that the school has carried out, one of which is training which is expected to provide broader knowledge and insight for teachers.

According to Mr Nursalim, the Deputy Head of the Curriculum Sector said that *"the training program in improving teacher professionalism was carried out in several arrangements, namely: the Education Office and school level in training held by schools such as efforts to improve teachers' understanding of the curriculum being run by schools including making RPP, Questions, and Answers. Practice questions and student exams, assess student learning outcomes and submit reports digitally using a computer-based system"* (Nursalim, 2022). In management science, planning is a guideline or primary reference for carrying out activities before school activities. SMA Negeri 10 Tangerang Selatan City also does it before planning. As said by Mr Nursalim, Before conducting training activities, an analysis of the needs that teachers need, for example, the implementation of the 2013 curriculum, which has only been implemented in recent

years and is still new, requires more knowledge for teachers in adapting and implementing the 2013 curriculum. Conduct training on the 2013 curriculum (Nursalim, 2022). To realize activities that follow what is expected, careful and systematic planning must be recognized before planning activities is stated in an activity proposal as a form of work design and helps activities run efficiently. It is also necessary to make an activity proposal as a form of written activity guidelines so that activities run according to what has been planned. SMAN 10 Tangerang Selatan City did carry out a planning process for carrying out these activities, but what had not been fulfilled at the school was that the organizers did not make activity proposals as a form of written guidelines to be used as a reference in carrying out these activities.

After planning a series of activities, the next is the implementation of training. *Training* is a learning process that involves the acquisition of skills, concepts, rules, and behaviours to develop employee performance (Kartodikromo *et al.*, 2017). The performance is carried out in schools by utilizing existing school facilities. The level of effectiveness of the implementation of teacher training in order to improve teacher professionalism at SMAN 10 South Tangerang is very effective and influential for the development of teacher knowledge. Based on the results of the document study, one of the teachers participated in training activities held at SMAN 10 Tangerang Selatan City, with training materials for Implementation of Character Education and Assessment of the 2013 Revised 2018 Curriculum and Making HOTS Questions based online which was held on the 14 th, 15, 22 September 2018 with 33 hours.

The training that has been carried out is, of course, to realize the quality of qualified human resources, both in knowledge and skills (ability) and attitude determination after conducting the training. The training is expected to benefit teachers in carrying out their duties and responsibilities. Sri Pujiati said as a Mathematics teacher that: *"so far, the training I have participated in has been practical, and the programs are beneficial. With these programs, they can increase their knowledge and skills in teaching and keep up with developments—the age of education"* (Pujiati, 2022).

Training is a working system that must be followed or carried out by subordinates to improve their work abilities in the implementation of the work at hand to increase the knowledge, skills, and attitudes of employees needed by the institution to achieve its goals (Safitri, 2013). From this explanation, before carrying out these activities, the school made plans according to the current needs of teachers. Still, the school did not make activity proposals as guidelines for implementing training activities using existing school facilities. The training that has been carried out is instrumental for teachers to increase knowledge and broader insight to create educational goals. After the implementation is carried out to improve and improve the training, an evaluation is held.

Academic Supervision

Supervision that the principal can carry out is academic supervision (Hs, 2019). Educational supervision is held to help teachers develop their professional abilities in understanding academics and classroom life, developing teaching skills, and using their abilities through specific techniques (Izhar *et al.*, 2017). *Academic supervision* is a coaching activity planned by providing technical assistance to teachers in carrying out the learning process or supporting the learning process, which aims to improve the ability of teachers to carry out their duties and responsibilities to create effective learning (Susanto, 2016). It can be interpreted that the implementation of supervision is the provision of assistance and improvement of competence to teachers to develop their professionalism in the learning process (Nurlaila, 2018).

Before carrying out supervision activities, it is necessary to have a plan or supervision schedule that will be carried out regularly. In planning academic supervision, the school conducts educational management every six months for teachers. As explained by Mr Ahmad Nana, that supervision planning is carried out every six months for one teacher, but the implementation is still being determined. For example, this month which teacher and how many people will be supervised,

and the activities are periodic, not one day as a whole, because of the number of teachers. There are few teachers and available time, so it has done regularly (Mahmur, 2022).

Ahmad Nana said the head of the school said that, *In the implementation of supervision, the principal is assisted by his representatives to supervise the teachers in this school. In carrying out academic management, the principal encourages teachers to be creative and innovative, assisted by deputy principals, so that the implementation is effective and positively impacts teachers. I watch via CCTV or come directly to class* (Mahmur, 2022). It was also said by Mr Nursalim, deputy principal of the curriculum field, that the implementation of school academic supervision so far has been going well. Now it is also much more manageable with CCTV technology. It can be monitored via CCTV more efficiently and practically and does not use much energy to supervise. However, we also manage because we can interact directly with teachers and students in class in KBM activities (Nursalim, 2022).

Academic supervision is essential to help teachers improve their professional abilities and manage the learning process to achieve good learning objectives (Bahri, 2014; Rosilawati, 2014). After conducting educational supervision, evaluation activities involve the school principal and the assistant deputy head. Mr Ahmad Nana, the head of the school, said that in the evaluation of supervision after each activity completion, some teachers were lacking in implementing KBM, and guidance or direction was carried out to fix something that was not right in teaching (Mahmur, 2022). The supervision carried out by the principal is carried out once per 1 semester for each teacher. The principal is assisted by his representatives to supervise teachers. Teacher supervision activities are carried out through monitoring CCTV and conducting class visits. After supervision, an evaluation or briefing is completed, attended by the principal and deputy principals who assist in the continuity of the supervision activities. The supervision activities positively impact teachers, and the results of the supervision activities are excellently seen from the feedback data on the principal's supervision activities.

Teacher Empowerment

Empowerment Teachers are one of the principal's programs to improve the quality of teachers so that they are expected to carry out their duties optimally. Empowering teachers have a significant role (Setiawan, 2018). Ahmad Susanto says teacher empowerment is an effort to mobilize strength, energy, and responsibilities well to realize the school's vision and mission. For that, it is necessary to optimally empower academic staff (Susanto, 2016). Teacher empowerment is a process of providing the ability to give considerations regarding whether or not to teach, then make their own decisions to solve the teaching problems they face to work with better performance. Initiatives and creativity that lead to the development and progress of schools are the duties and responsibilities of a school principal in improving teacher professionalism because teachers play a direct role in the success of classroom learning. Therefore, to enhance teachers' professionalism, schools carry out several activities, including involving teachers in workshops (Mahmur, 2022). For this reason, the principal of SMAN 10 Tangerang Selatan City did the following: Involving Teachers in Workshops.

The workshop is expected to produce valuable products for learning, increasing competence, and careers. For example, workshops can be carried out to prepare KTSP activities, curriculum analysis, syllabus development, and lesson plans (Mudlofir, 2012). From the results of these interviews, it can be seen that the school has sent teachers to participate in workshop activities to improve the professionalism of teachers and teachers who were sent according to the theme raised by the workshop organizers—second, Involving Teachers in Seminars. The implementation of this seminar is not much different from the implementation of the workshop because schools only receive invitations for seminar activities and schools are only responsible for delegating a predetermined number of teachers as school representatives to attend the seminar. As said by Mr Nursalim, it is the same as a workshop for delegation according to the theme raised and following the field of teacher experts (Nursalim, 2022).

Seminars, teacher participation in seminar activities, and fostering scientific publications can also be a form of continuous coaching for improving the teaching profession. These activities provide opportunities for teachers to interact scientifically with their professional colleagues and relate to the latest things to enhance the quality of education (Danim, 2013). *The third*, Continuing Postgraduate Education. Continuing education means efforts to maintain certification and improve knowledge so as not to be outdated. SMAN 10 Tangerang Selatan City strongly recommends that teachers continue higher education to increase teacher knowledge in carrying out their duties. It is only an appeal for teachers, and it is hoped that they will choose a major from their previous field of education. However, full rights and authority entirely depend on how the teacher is. According to (Parkay *et al.*, 2008) Postgraduate Education, one way to become an effective professional is to enter a postgraduate program at the nearest University. Teacher empowerment is a program by school principals to improve teachers' professional competence. Principals must encourage and foster every teacher to develop optimally in carrying out their duties, and principals must attempt to promote involvement in teachers to participate in every activity at school. Judging from the document study's results, out of 38 teachers at SMAN 10 Tangerang Selatan City, seven teachers have completed their master's degree education, and three are currently studying for master's degrees. At the same time, 28 teachers have the latest education S1.

Teacher Performance Evaluation

Teacher performance evaluation is an activity to improve teacher performance that has been carried out during the implementation of their duties. According to the Regulation of the Minister of National Education Number 35 of 2010, concerning Technical Instructions for the Implementation of Functional Positions of Teachers and their Credit Scores, teacher performance assessment is an assessment of each item of the teacher's primary task activities in the context of fostering career ranks and positions (Indonesian Ministry of Education, 2010). Performance evaluation in education is a systematic effort to collect, compile, manage and interpret data, facts, and information relating to the duties and responsibilities of education personnel by concluding the value or rank of employee competence in one type of professional education expertise (Ulfatin & Triwiyanto, 2016). Teacher performance evaluation is intended to improve the quality of student education by helping teachers realize their potential and do their best (Arifandi, 2020). For the success of the performance, it is necessary to evaluate or evaluate the performance based on the parameters and indicators that are determined and measured effectively and efficiently, such as productivity, effective use of time, funds used, and unused materials.

Teacher performance evaluation is one of the programs carried out by SMA Negeri 10 Tangerang Selatan City to improve teacher professionalism. The form evaluation is in the form of a sizeable supervisory meeting and briefing. It is held periodically for two weeks, one month, and three months, usually filled with briefings, and for large gatherings, it is held once for one semester. Mr Nursalim, *"It is carried out not only once, fortnightly, monthly, third-monthly, and six-monthly/semester"* (Nursalim, 2022).

Implementation of teacher performance evaluation is in written and verbal form. Mr Ahmad Nana said that *"there are written and unwritten forms of assessment. Written evaluations are carried out within one year in the form of grades/ numbers as long as the teacher carries out his duties, and the oral form is usually every two weeks, one month, and every three months. A briefing is held to determine the teacher's progress. Every six months, a big meeting is held with the teachers to assess the extent of the teacher's success in carrying out their duties and solving problems experienced by the teacher"* (Mahmur, 2022). Evaluation is giving value to the results of policy goals or objectives (Kartomo, 2016). Teacher evaluation makes it possible for teachers who have performance below the minimum standard can do reflect and improve their performance (Widarsih & Faraz, 2016).

From the results of the document study, the average value of teacher performance evaluation is 86.75. The highest score was shown by teacher number 01, with a final mark of 90.00 from 9

other teachers. The highest assessment aspect is the employee's work target, with an average score of 87.7; the lowest is commitment, with an average score of 83.7. It shows that the teacher's performance at SMAN 10 Tangerang Selatan City is good with the realization of the goals and objectives of the teacher's work.

Supporting and Inhibiting Factors of Teacher Professionalism Competency Improvement Program

A series of indirectly carried out by schools must support and inhibit factors that occur in implementing teacher professionalism improvement programs. The supporting element is supportive, sponsors and help from the activities of the teacher professionalism improvement program. According to Mr Nursalim, Deputy Principal for Curriculum Sector said that *"a supporting factor in the implementation of the teacher professionalism improvement program, the Government supports the activities of the teacher professionalism improvement program and the enthusiasm of the participants and schools are very enthusiastic about improving teacher professionalism"* (Nursalim, 2022). Mr Nursalim, the Deputy Principal for Curriculum Sector, said financial school management is inhibiting the teacher professionalism improvement program. Participating in teacher training requires food and transport costs, but the school still needs to meet these. The other inhibiting factor is time. Sometimes the implementation of the movement coincides with the Teaching and Learning Process in school (Nursalim, 2022). There are many training activities, workshops, and seminars to improve teacher professionalism from the school and the direct government. However, the current obstacle is the limited cost that hinders the welfare of teachers in participating in teacher professionalism improvement activities and the timing of the implementation of these activities, which coincide with teaching and learning activities, so that teachers leave their duties to teach in the classroom.

CONCLUSION

Based on the study results, it can be concluded that the principal's strategy in improving the professional competence of teachers at SMA Negeri 10 Tangerang Selatan City is: First, in general, the program to increase teacher professionalism and teacher professionalism skills is good. It can be proven by data from academic supervision results showing that the average teacher has a perfect score, consisting of 27 teachers said to be very good. Ten teachers are said to be good, but it can also be proven by the recapitulation of the performance evaluation of 10 teachers with an average score of 86.75. Second, the training activities carried out by SMAN 10 Tangerang Selatan City have been going well, which include planning, implementation, and evaluation. Training activities are carried out in schools using existing facilities and do not incur the slightest cost. This activity has a positive impact on teachers, who can increase the knowledge and insight of teachers in carrying out their duties. Third, the teacher masters and conveys the material clearly and easily in teaching and learning activities. It can be proven from students' statements that they understand and understand the learning material taught by the teacher.

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