
PRINCIPAL PROFESSIONALISM IN IMPROVING THE QUALITY OF EDUCATION IN SENIOR HIGH SCHOOL

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Abstract

This research aims to analyze and describe the professionalism of school principals in improving the quality of education based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 40 of 2021. The research method is a qualitative case study approach. Data collection techniques with interviews, observation, and documentation. Data processing techniques with reduction, data presentation, and concluding. Data validity technique with source and technique triangulation. Based on the research conducted, the following research results were obtained: aspects of learning development, the principal of Hang Tuah 1 Senior High School Surabaya conducts an annual performance evaluation and competency improvement program for teachers and education staff. In terms of school culture, the principal of Hang Tuah 1 Senior High School Surabaya develops a vision and mission, creates a safe, disciplined school environment, works according to duties, and collaborates. In terms of improving the quality of learning processes and outcomes, the principal of Hang Tuah 1 Senior High School Surabaya conducts coaching, training, supervision, file examination, and evaluation of school programs. In terms of entrepreneurship development, the principal of Hang Tuah 1 Senior High School Surabaya opened a hotel school. In terms of assessing the performance of teachers and education staff, the principal of Hang Tuah 1 Senior High School Surabaya formed a performance appraisal team. In the aspect of teacher guidance and coaching, the principal of Hang Tuah 1 Senior High School Surabaya provided mentoring and teacher competency training.

Keywords

Principal, Professionalism, Quality, Education



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INTRODUCTION

The school principal in carrying out his role in improving school quality can be done in several ways, such as empowering the potential and competence of teaching and educational staff through supervision of learning, participating in training and/or improvement seminars, conducting teacher performance assessments every semester, and school self-evaluations every year (Rafid & Tinus, 2019). Because the performance of the school principal as a quality education planner by involving all school human resources in managing school quality, as a school quality controller through several school quality evaluation activities, as well as a person who can improve school quality through supervision, training, and education can influence school quality improvement (Nurhayati et al., 2022).

The principal in carrying out his obligations must have professional behavior. Leader behavior is behavior that focuses on the division of tasks and relationships between human resources in the organization (Darmayanti et al., 2016). In addition, the existence of a school principal must be able to make subordinates (teachers and education staff) have a real contribution to increasing the work productivity of the organization (Syafaruddin et al., 2022). The behavior of school principals in terms of making decisions, directing educators and educational staff, developing the potential of teaching and educational staff, always supervising and motivating performance, and school ecology can positively influence the effectiveness of school performance (Mutmainah, 2017).

The behavior of school principals in terms of making school policies, school programs, and strategies for implementing school programs can improve the performance of education and education staff in schools (Rosdina et al., 2015). So that in this way, the existence of a school principal is very important because the leader is the person who knows best how the organization must run by the predetermined vision and mission of the organization, so with the abilities and skills they have, it is hoped that they will be able to invite subordinates to work together and have a positive impact on the organization so that the vision of the organization is easy to achieve (Rachman, 2015).

Principals who lack or lack knowledge are unable to solve educational problems in schools and do not carry out their duties and responsibilities towards schools, resulting in the low-quality performance of teaching and educational staff (Hasan, 2018). School principals do not empower teachers and education staff, school principals do not pay attention to the quality of learning

facilities and infrastructure, and pay less attention to abilities resulting in a decrease in the performance of educators and education staff (Setiyadi & Rosalina, 2021). Therefore, a school principal needs to show his professional performance to his subordinates including students, so that a boring school culture is not formed to instill moral, mental, and religious values in all school members so that the goals of quality schools are achieved (Noormahmudah, 2021).

Professional school principals who are shown to have a good work ethic, act according to the rules in schools and Permendiknas Number 13 of 2007 and are firm in making decisions can improve the quality of educators and education staff in building school quality (Ulya, 2019). The professionalism of school principals by collaborating with teachers and education, fulfilling facilities and infrastructure, and guiding teachers and education staff can improve the quality of education in schools (Karima et al., 2020). Principals who are professional in utilizing teachers, education staff, and students have a positive influence on the achievement of the quality of education in schools (Adam & Kurniady, 2020).

Hang Tuah 1 Surabaya Senior High School calls itself a technology-based school 5.0 apart from having academic services combined with the hospitality program, Hang Tuah 1 Surabaya High School also has many non-academic service programs that can improve the quality of education which has an impact on the quality of students including program chorus, karate, rowing, traditional and modern dance, Kibrahasa and English class. The completeness of the hang Tuah 1 Surabaya high school program is also supported by the completeness and quality of adequate school facilities, professional teaching, and teaching staff, adequate school funds to develop educational programs, as well as a good school system (under the supervision of the Foundation) to increase the quality of education management.

But in reality, Hang Tuah 1 Senior High School Surabaya also has several weaknesses in the educational process. Weaknesses in Hang Tuah 1 Senior High School Surabaya in terms of teacher quality, there are still several teachers whose competence is still not good. This is due to the age factor and the teacher's lack of understanding of the use of information technology to support the learning process. Then from the management side of the school service program for Hang Tuah 1 Surabaya High School students, governance has not been effective, as evidenced by the fact that there are still many students who do not take part in extracurricular activities and too many school extracurricular programs that make students confused in efforts to develop student quality.

To improve the quality of Hang Tuah 1 Senior High School Surabaya, the principal took several steps to supervise education on an ongoing basis to improve teacher quality, internal training by presenting external speakers to increase the competence and potential of teachers and education, opened a special hospitality learning program to improve quality students, applying strict discipline in all educational activities in schools so that it becomes a school culture, placing teaching staff and professional educators in every student service program in schools and so on.

The results of research from Burhanuddin, Cut Zahri Harun, and Nasir Usman which were carried out qualitatively with a descriptive approach suggest that the efforts made by the principals of the 4 Wira Bangsa State Senior High Schools in improving the quality of education are by describing the school's vision and mission in several school programs using stages management. In the planning stage, the principal and other stakeholders plan a school quality development program based on the school's vision to form an effective school. The second stage is the implementation of school programs to improve quality through teacher training, teacher supervision, teacher upgrading, and school collaboration with parents and other external parties to provide sufficient funds for education in schools to foster students' talents and interests (Burhanuddin et al., 2016).

The research equation and the research were both carried out using a qualitative approach, then the results of the research together explained what efforts were made by school principals in improving the quality of education. While the difference is that previous research used descriptive research while researchers used case studies. The results of previous studies used a management approach to improve school quality and focused on teacher quality, costs, and learning outcomes. Meanwhile, the results of research by researchers to improve school quality are based on Regulation of The Minister of Education and Culture (Permendikbud) Number 40 of 2021 article 12 paragraph 1 – 3 which focuses on the quality of learning, culture, entrepreneurship, educator and education performance, and the performance of school principals.

Then the results of research from Sahabuddin show that to improve the quality of education the principal of Negeri 21 Makasar has taken several ways including increasing the principal's commitment to school quality, forming a quality driving team, developing a vision and mission, dividing responsibility to subordinates as a whole. effective, empowering all school resources, and carrying out evaluation and control in schools (Sahabuddin, 2022). The research equation is examining the efforts made by school principals in improving the quality of education

in schools. Meanwhile, the difference is that previous research has focused too much on improving the quality of teachers only. While the researchers' research, quality improvement efforts carried out by the principal of Hang Tuah 1 Senior High School Surabaya in the aspects of developing the quality of learning, developing school culture, improving the quality of learning processes and outcomes, developing school entrepreneurship, evaluating the performance of teachers and education staff as well as aspects of mentoring and teacher training in schools.

Furthermore, the results of research from Lulu Lestari and Elpri Darta Putra which were carried out qualitatively with a descriptive approach showed that school principals to develop the quality of the 001 Bonai Darussalam Public Elementary School were carrying out a teacher understanding and assignment program in the 2013 curriculum, improving teacher skills, and completing learning resources for teachers and students. In addition, in his role as a leader, the principal uses democratic leadership to lead, namely by involving all teaching and educational staff in implementing school programs (Lestari & Putra, 2021).

The research equation is that both explain the efforts of school principals in improving the quality of schools which are carried out qualitatively. While the difference is that previous research used a descriptive approach, while research researchers used case studies. Besides that, previous research only focused on improving the quality of learning and the quality of teaching staff. Meanwhile, research by researchers focused on the quality of learning, school culture, learning processes and outcomes, the development of school entrepreneurship, educators and educational staff, and the performance of school principals in the implementation of mentoring and coaching of teachers in schools.

Based on the description above, the purpose of this writing is to explain how the professionalism of a school principal in developing the learning process in schools, building culture so that it becomes a school characteristic, improving the quality of the educational process and student quality, developing entrepreneurial activities in schools, evaluating teacher performance and educational staff as well as teacher coaching and mentoring activities by the school principal.

METHOD

The research was carried out using a qualitative approach, in which this research was carried out to find some meaning or understanding of a problem by the objectives that have been set. The type of qualitative research used in this study is a case study, namely research conducted to reveal in-depth and detail a case that occurred at Hang Tuah 1 Senior High School, Surabaya. According to Yin, case study research is carried out to investigate in depth and naturally about what happened at the research location so that the researcher gets clear research data about the phenomenon and the research context under study (Nurahma & Hendriani, 2021).

Data collection techniques, firstly interview techniques by asking several questions to informants about the professionalism of the principal in improving the quality of education at Sekolah Menengah Atas Hang Tuah 1 Surabaya. Interviews were conducted with 11 informants including 1 school principal, 1 Islamic Religious Education teacher, 1 Indonesian language teacher, 1 hospitality teacher, 1 math teacher; 1 administrative person, 1 security officer; 1 student in class X-A, 1 student in class X-D, 2 students in class XI-B.

The two observation techniques are carried out by observing or observing all activities carried out by the school principal in applying minister of education regulations Number 40 of 2021 article 12 paragraphs 1 to 3. Observations were carried out for 3 months in October - December 2022 with an average observation time of four times a week taking into account the activities or work programs carried out by the principal to improve the quality of Hang Tuah 1 Senior High School Surabaya.

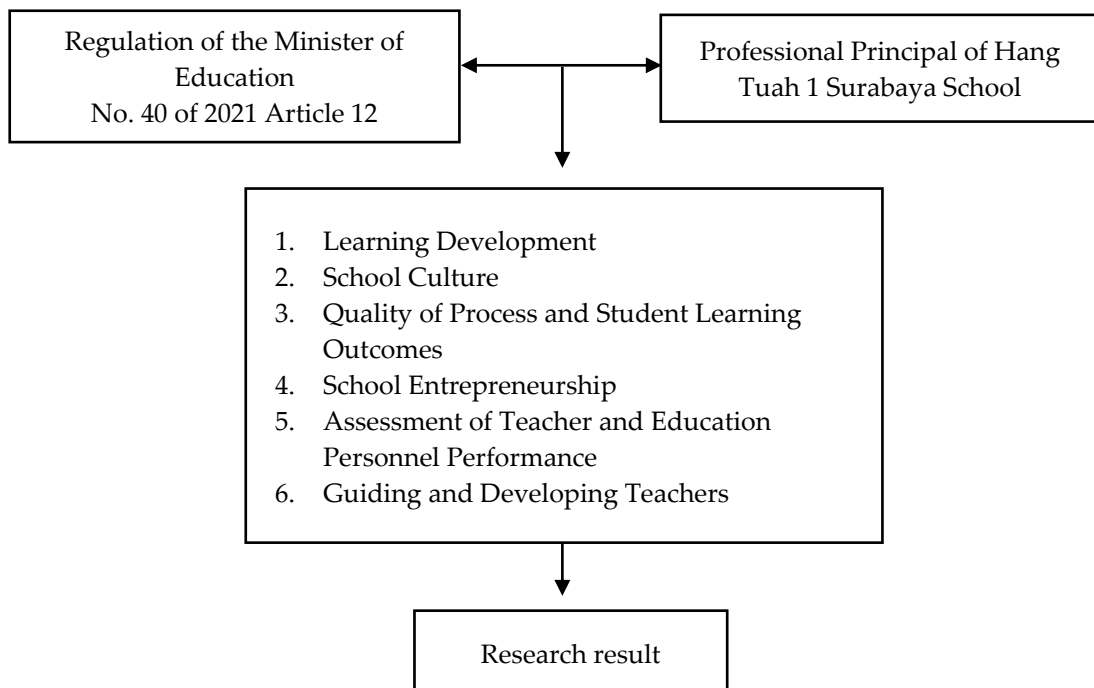
The three documentation techniques are carried out to obtain supporting data from interviews and observations in the form of photos, videos, or other written documents or files. The documentation in question is such as photos of supervision activities as well as supervision and follow-up implementation files by the principal of Hang Tuah 1 Senior High School Surabaya, photos of hospitality learning activities for students, photos of meetings by the school principal, photos and files of the teacher performance assessment process by the team assessors and principals and so on.

Data processing techniques, firstly data reduction, are carried out by grouping and dividing research results into scopes or according to the professional research focus of the principal of Hang Tuah 1 Senior High School Surabaya which is based on the minister of education regulations Number 40 of 2021. Second, data presentation, after which the data is grouped based

on its focus, then the data from the research results of the researcher are put in the form of short and clear writing as well as pictures and tables to make it easier for researchers to find research results. Then the third conclusion is drawn, carried out to find the final data on the results of the research on the professionalism of the principal of Hang Tuah 1 Senior High School Surabaya which is based on the Regulation of The Minister of Education and Culture Number 40 of 2021.

Data validation techniques with credibility (testing the truth of research results) with a technique and source triangulation approach. Technical triangulation was carried out to find out the truth of the data resulting from the professional research of the principal of Hang Tuah 1 Senior High School Surabaya based on interview results, documentation results, and observation results. Meanwhile, source triangulation was carried out to find out how far the truth of the research results was seen from the research source, namely the truth according to the principal, teachers, education staff, and from their students. The research design on the professionalism of the principal of Hang Tuah 1 Senior High School Surabaya is explained in the following figure:

Figure 1. Research Design



FINDINGS AND DISCUSSION

Findings

The results of the research on the professionalism of the principal of Hang Tuah 1 Senior High School, Surabaya, are explained in the following research results matrix table 1.

Table 1. Research Result Matrix

No	Principal Professional	Results	Data Collection Technique
1	Learning Development	Annual performance evaluation and involving teachers and education staff in competency improvement activities such as teacher meetings, workshops, training, and in-house training	Interviews, Documentation & Observations
2	School Culture	Development of vision and mission, safe school environment, high discipline, professional work according to duties and functions, and cooperation among school members	Interviews, Documentation & Observations
3	Process Quality and Student Learning Outcomes	Training and coaching, supervising school principals, checking administration, and evaluating activities	Interviews, Documentation & Observations
4	School Entrepreneurship	Doubletrack school through a hospitality program	Interviews, Documentation & Observations
5	Performance Assessment of Teachers and Education Personnel	Form a team to evaluate the performance of teachers and education staff	Interviews, Documentation & Observations
6	Guiding and Developing Teachers	Assistance and teacher competence training internally either with fellow teachers or training by inviting external parties	Interviews, Documentation & Observations

From table 1 it can be seen that the principal has professionally made efforts to improve the quality of education at Hang Tuah 1 High School Surabaya through the 6 criteria that the researchers found in the research results. These findings will be discussed in the discussion section.

Discussion

Based on table 1 regarding the matrix of research results regarding the professionalism of the principal of Hang Tuah 1 Senior High School Surabaya based on the Minister of Education Regulation Number 40 of 2021 article 12 paragraphs 1 to 3, it can be discussed as follows:

1. Learning Development at Hang Tuah 1 High School, Surabaya

The actions of the principal of Hang Tuah 1 Senior High School, Surabaya, to develop the quality of learning are carried out to improve the quality of education in schools and develop

teacher competence, creativity, motivation, and innovation by: first, an annual performance evaluation is carried out in two core activities, namely performance evaluation by the Foundation which is carried out at the end of the academic year by gathering all teachers and education staff under the auspices of the Hang Tuah Surabaya Foundation in a place determined by the Foundation. Evaluation from the Foundation is carried out by reporting several achievements that have been achieved and have not been achieved in each school by each school principal. Then the performance evaluation at the beginning of the learning year or more precisely in the early quarter of learning is carried out by the principal himself. This evaluation is carried out to know the development of learning outcomes for further action if there are deficiencies. M. Ngalim Purwanto explained that an evaluation needs to be carried out to see and assess the extent to which the learning actors can master the material or skills desired by the school (Idrus L, 2019).

The two principals of Hang Tuah 1 Senior High School Surabaya included teachers in several activities to increase teacher competence, namely the Subject Teacher Conference, workshops such as the learning strategy workshop and assessment based on literacy and numeracy by inviting outside sources, as well as by holding training and In House Training such as Youth Red Cross ability training by inviting outside tutors. Training conducted through workshops participants can understand and become more skilled in the use of information technology to support the learning process in schools (Abdussalam et al., 2022).

The principal of Hang Tuah 1 Senior High School Surabaya explained that the results of the learning process development activities through teacher training and in-house training were able to produce innovative lesson plans to motivate teachers to continue to progress and develop in learning at school. The timing of the training, the level of training, and the appropriateness of the training to the needs have a positive influence on the professionalism of teachers in schools (Rakib et al., 2016).

2. Building Culture at Hang Tuah 1 Senior High School, Suarabaya

The action of building a school culture by the principal of Hang Tuah 1 Senior High School Surabaya was carried out in several ways. The first was by developing the school's vision and mission into various school programs to form an organized and directed work culture to achieve school goals. Jansen (2005) mentions several criteria for why vision and mission need to be developed, including because vision and mission are characteristics of organizational work achievements, vision, and mission are descriptions of organizational perfection in achieving

organizational goals and objectives and vision and mission are organizational characteristics that need to be to be maintained and developed (Calam et al., 2020).

The development of the vision and mission into a school program is carried out by involving stakeholders from Hang Tuah 1 Senior High School Surabaya with the aim that what is the target is cheap to achieve, achieving the budget for developing the school can be well prepared and the principal can easily oversee the running of education in the school. Management of teachers, students, and the school system carried out by the head of the school is an effort to achieve the vision and mission of the school that has been set (Baidowi & Widyaningsih, 2022).

The two principals of Hang Tuah 1 Senior High School Surabaya create a safe school environment are efforts made by the principal of Hang Tuah 1 High School Surabaya to ensure safety for all school members including students in the learning or education process at school. A safe environment for students, that is, students are safe when studying, and there is no physical, psychological, or immoral violence during the educational process in the school environment. A safe school environment can form a conducive and comfortable education and learning process in schools for all school members, can form an active learning process and teachers can provide good motivation to students so that students have good personalities (Arianti, 2017).

To maintain a safe school environment, the principal of Hang Tuah 1 Senior High School Surabaya, monitors all aspects such as the building, class, teacher attitudes, security guards, and so on, which is carried out every day by walking around the school during class hours or recess. Checks on school facilities and infrastructure are carried out to check and measure discrepancies between usage and the standards of facilities and infrastructure that have been set (Norhasanah, 2018). Principals must always pay more attention to educators, education, and also students to improve the quality of work and feel comfortable and safe in work and study, all of which affect the quality of education in schools (Baidowi, 2020).

The three principals of Hang Tuah 1 Surabaya Senior High School apply discipline without pressure, the discipline carried out by the Hang Tuah 1 Surabaya Senior High School principal is to set an example for teachers and other education staff to come to school on time, comply with all regulations made by schools including for principals, teachers, and other education personnel as evidenced by working according to their respective duties and functions at school voluntarily or humbly. Some ways that schools can do to discipline school members include setting an example as role models for school members, carrying out school rules as well as possible, being able to

provide warnings or guidance to school members, and being able to provide punishment for school members who do not follow school rules (Akmaluddin & Haqqi, 2019).

The four principals of Hang Tuah 1 Senior High School Surabaya demonstrated their duties, principles, and functions to all school members with full responsibility so that it became a habit for all school members through monthly school meetings. In the meeting, the school principal gave directions to change the explanation of tasks that must be completed by teachers and education staff within a certain period. There are several ways for all school members to be able to carry out their duties at school, namely the principal plans, implements, and evaluates school work programs, then the process is balanced with good organizational communication with school members and the principal can compare this process with the school work handbook or school principal. previously arranged (Safitri & Mappincara, 2021).

The five actions to build a school culture by the principal of Hang Tuah 1 Senior High School Surabaya with collaboration between all elements of the school in planning, implementing, and then evaluating the culture that has been running in the school through internal school meetings every semester and with the Faithful Foundation once a year. The aim is to create a safe and comfortable school environment, improve the quality of education in schools, and improve the performance of teachers and other education personnel. With internal meetings that are held regularly, it can foster harmonious communication, and good friendships occur between members in planning and carrying out work programs (wardiah et al., 2015).

The impact of cultural development at Hang Tuah 1 Senior High School Surabaya is being able to deal with students who are less disciplined such as arriving late, all citizens are orderly in disposing of trash in its place to keep the environment clean, teachers and education staff are more disciplined in their work and full of responsibility. The development of school culture can provide several benefits such as being able to comprehensively improve school performance, forming closer communication between fellow school members, monitoring the performance of the school bureaucratic structure will run more easily, and being able to foster an attitude of wanting to always provide the best for the school (Maryamah, 2016).

3. Improving the Quality of the Educational Process and Student Learning Outcomes at Hang Tuah 1 Senior High School Surabaya

Actions in improving the quality of the educational process to create student achievement in the academic and non-academic fields by the principal of Hang Tuah 1 Senior High School Surabaya include: First, conducting training and coaching for teachers and education staff to create maximum student learning outcomes. The training conducted by Hang Tuah 1 Senior High School Surabaya was carried out in the first two training activities carried out by internal schools by inviting speakers from outside the school such as the education board, school supervisors, Surabaya education office or even inviting other education experts. Both pieces of training are conducted outside of school by involving teachers or even school education staff in competency development training programs conducted by external parties such as learning training for teachers by the Surabaya city education office and computerized training for school admin staff. For training conducted outside of school, training participants are required to get an assignment letter from the school principal. Training or training for teachers or school education staff has the benefit of increasing teacher knowledge, a new experience for teachers and education staff in their field of work will increase due to the mutual sharing of experiences with other training participants and being able to help teachers and education staff solve problems experienced while working at school (Djajadi, 2020).

The two principals of Hang Tuah 1 Senior High School Surabaya supervised and followed up, once a month the principal supervised the performance of teachers in the classroom and supervised the performance of educational staff during internal school meetings. The thing that the principal emphasizes the most is the follow-up of the supervision. This means that after supervising, the principal of Hang Tuah 1 Senior High School Surabaya quickly supervises the results of the previous supervision through follow-up which will also be supervised the following month. This is done to maintain the stability of the work of teachers and education staff so as not to ignore the results of the supervision evaluation carried out which will have an impact on the quality of the work of teachers and education staff, primarily impacting the quality of students, schools, and services to students and parents. One of the very important roles of the school principal is supervision which needs to be carried out continuously every year to see and assess the quality of work on each element in the school to create continuous school quality improvements as well (Baidowi & Syamsudin, 2022).

The three principals of Hang Tuah 1 Senior High School Surabaya inspected the apparatus (administration) of teachers and education staff which was carried out by communicating with

school administration staff. The school principal regularly checks the equipment or administration of teachers and education staff every semester, which consists of diplomas, competency improvement or development certificates, school calendars, exam question sheets, grade report lists, and so on that are related to administrative support for the educational process in schools. The aim is to check the administration of teachers and education staff in addition to the requirements for completeness of official files, as well as evaluation material for schools in improving the quality of teachers and education staff who have not experienced competency development as evidenced by their administrative physical form. Administration in schools needs to be managed properly to increase the efficiency and flexibility of managing school files, maintaining the quality of file owners, and being able to make school principals and teachers more professional in the field of school administration (Ushansyah, 2017).

The four principals of Hang Tuah 1 Senior High School Surabaya make planning, implement, and supervise activities. The principal of Hang Tuah 1 Senior High School Surabaya, in maintaining the quality of the educational process and the quality of students, always makes a work program evaluation plan that has been carried out by the school principal. The design was made by the principal himself to measure the success of the programs in the school. The plan contains the title of the program to be evaluated, for example, the extracurricular hospitality program. Then it contains indicators that will be evaluated by the principal, for example, the ability to provide services in hospitality. In carrying out this evaluation the principal carried out two methods, namely asking students (object of evaluation) and observation. From the results of the evaluation, the school principal provided follow-up suggestions through internal meetings for the next suggestion to be made immediately for improvements to the program being evaluated. Evaluation of school programs is carried out to obtain information or information that is used by the school principal as material for making decisions in improving the next work program (Lazwardi, 2017).

4. Entrepreneurship Development at Hang Tuah 1 Senior High School Surabaya

In efforts to develop entrepreneurship in schools, the principal of Hang Tuah 1 Senior High School Surabaya implemented and developed a hotel double-track school to provide facilities for students who could not continue their studies and learn to seek opportunities in entrepreneurship. This program is carried out outside class hours or after academic activities are finished, namely in the afternoon. This program is carried out for 90 minutes by inviting or collaborating with

hospitality practitioners in Surabaya which is attended by all Class XI students (given in semesters 3 and 4). Students are given the freedom to choose the four competencies offered in this extracurricular program, namely F&B product, F&B service, bartending, housekeeping, and barista where each material is provided by competent resource persons in their fields. With extracurricular activities at school, students easily achieve independence, skill maturity, a more visionary perspective, and self-maturity and can get solutions to every problem students face at school that are not found in academic programs (Wafroturrohmah & Sulistiyawati, 2018).

5. Evaluation of the performance of teachers and education staff at Hang Tuah 1 Senior High School, Suarabaya

The act of assessing the performance of teachers and education staff by the principal of Hang Tuah 1 Senior High School, Surabaya, is carried out at the end of the year by observing what the teacher does while at school and monitoring each action according to the competence possessed by the teacher using the principal forming an assessment team consisting of elements Deputy Heads and teachers who are professional at least have educator certificates to assist school principals in monitoring or observing teacher performance. The results of the assessment are used for evaluation and follow-up is given on what is needed in improving the performance of teachers and education staff so that school quality and school achievement increase by providing recommendations to the Foundation for promotion and continuing studies for teachers who have good ratings.

The assessment carried out by the principal of Hang Tuah 1 Senior High School Surabaya and the team is carried out every semester in a room that has been prepared, for example in a hall or office space. Assessment of teachers is carried out by demonstrating teaching methods that were previously assessed for the completeness of teaching files or administration such as lesson plans, teaching media, and so on by the assessment team. The assessment was then carried out by the team by paying attention to teaching demonstrations carried out by the teacher by paying attention to the points or assessment indicators prepared by the assessment team including by the school principal. Assessment of work demos, at least the teacher does the following: informs the assessment system students, how to create and assign assignments to students, the teacher checks the teaching media, the teacher compares work results with work plans that have been made, and the teacher records and stores the results of the assessment to report to the school (Listyaningrum et al., 2017).

The assessment made by the principal of Hang Tuah 1 Senior High School Surabaya on educational staff was only assessed for performance according to their main tasks and functions at school. For example, Administrative staff is assessed on how to operate a laptop and tidy up files at school, and so on. The Bedford County Public School Teacher Performance Evaluation explains several assessments that can be carried out in schools, including plans, processes, and performance assessments as well as how to communicate and work professionally (Muslim & Wekke, 2018).

6. Guiding and coaching teachers at Hang Tuah 1 Senior High School Surabaya

The act of guiding and fostering teachers who have a poor performance by the principal of Hang Tuah 1 Senior High School Surabaya is carried out after an assessment and supervision from the school principal who is then given assistance and training to increase teacher competence in schools through the help of peer tutors or assistance from outsiders. Guidance and coaching are carried out by sharing experiences with peers or tutors from outside and then providing input to correct deficiencies that have been found during the assessment and supervision process. This activity is carried out at least once a semester by gathering teachers of Hang Tuah 1 Senior High School Surabaya in the school hall. Several teacher development approaches can be carried out by school principals, including fostering good and safe teaching for students, fostering the use of teaching media for teachers, mentoring senior teachers to junior teachers, and coaching on how to evaluate and assess the learning process in class (Riniwati, 2020).

The purpose of supervising and coaching teachers carried out by the principal of SMA Hang Tuah 1 Surabaya is carried out to form teacher personalities who have character and develop their competencies so that there is a balance in school performance, producing quality teachers who work enthusiastically, creatively and innovatively develop themselves and performance and can improve the achievement of the student and school learning outcomes. Coaching for teachers carried out by the principal is carried out so that teachers have good learning management which has an impact on the quality of learning in the classroom (Abu, 2014).

CONCLUSION

The professionalism of school principals is the actions taken to maintain and improve the quality of schools in a comprehensive manner. The professionalism of the principal of Hang Tuah 1 Senior High School Surabaya was carried out very well through several actions, including first, motivating teachers to attend training, workshops, and in-house training to improve the quality of

learning in schools. Second, the development of the school's vision and mission; creating safe schools for students, teachers, and education personnel; maintaining high discipline in schools; working according to the tasks and functions at school and establishing good cooperation with school members is a way to build a culture of quality in schools. Third, conducting teacher training, supervising, examining teacher files and educational staff, and evaluating school programs is a method used by school principals to improve the quality of the educational process which has an impact on student achievement. Fourth, developing the potential of class XI students through the hospitality extracurricular program is a way to develop entrepreneurship in schools. Fifth, the school principal forms an assessment team consisting of school waka and professional teachers to assess teachers and education staff. Sixth, the school principal conducts coaching and learning assistance with the help of peers and tutors from outside to improve teachers' teaching abilities in schools.

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