

Strategic Management of The Principal in Developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency

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Abstract: This study was conducted to analysis the principal's strategic management in developing teacher professionalism at SD Negeri Bagambir, Hulu Sungai Selatan Regency. The research employs a descriptive qualitative method with informants consisting of the principal and teachers. Data were collected through observation, interviews, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results indicate that the principal carries out strategic planning, implementation, and supervision in a planned, structured, and sustainable manner through programs such as strengthening teacher competencies, workshops, technology training, the 5 culture, as well as routine supervision and evaluation. Supervision is conducted through periodic monitoring and evaluation. The main challenges faced include a lack of innovation in teaching, low motivation, limited mastery of technology, suboptimal utilization of training, and teachers taking leave due to activities outside the school. Solutions applied include organizing workshops and recruiting substitute teachers to fill vacant classes. The study concludes that visionary, collaborative, and adaptive strategic management by the principal is crucial in enhancing teacher professionalism to support the quality of education in elementary schools.

Keywords: Strategic management, principal, teacher professionalism

1. Introduction

Education is the primary foundation for building a nation's civilization and preparing a future generation that is of good character, intelligent, and competitive (Falaq, 2020). Teachers play a central role in the educational process, not only as transmitters of knowledge but also as character builders and motivators for students (Lian et al., 2020). The development of superior, skilled, creative, and well-characterized human resources is greatly influenced by teachers. As the center and source of teaching and learning activities, professional teachers are the key determinants of educational success in schools. The curriculum is only a secondary component, as its implementation depends on teachers, and the success of education is determined by teachers who are creative, innovative, and inspiring (Rohkman et al., 2017).

Quality education is essential for nurturing students. All parties, including students, parents, and especially teachers as educators in educational institutions, must work together to provide quality education. This is because teachers play a crucial role in creating a learning environment at school and maximizing students' potential. Teachers are the main key to education, as they play a significant role in shaping students' character, mentality, and mindset.

According to Sennen (2017) emphasizes that there is a positive and significant relationship between competence and teacher performance. The contribution of the competence variable to teacher performance is 39.69%. Teacher competence is a factor that influences teacher performance. Whether positive or negative, teacher competence tends to affect teacher performance. If a teacher's competence is positive or adequate, their performance will also tend to be positive; conversely, if a teacher's competence is negative or inadequate, their performance will tend to be negative.

Teachers must possess four main competencies: personal, pedagogical, social, and professional (Hakim, 2015). According to Kunter et al. (2013) professional competence remains a serious issue because many teachers lack a broad and in-depth mastery of the subject matter, resulting in less meaningful learning experiences for students. Minister of Education Regulation Number 16 of 2007 indicates that teachers are still weak in mastering subject matter, competency

standards, and creativity in learning. Additionally, teachers are less likely to develop their professionalism continuously and to utilize information technology for communication and self-development. Based on these facts, it is evident that the principal plays a very important role, as they are responsible for managing school activities to ensure that teachers' teaching becomes more meaningful and educational goals are achieved. The principal supervises and encourages teachers and staff, as well as mobilizes available resources (Honig & Rainey, 2019). With good leadership, teachers can achieve better results. Therefore, the principal plays a significant role in enhancing teacher professionalism in teaching.

However, the challenge currently faced by the education sector is the low level of professionalism among some teachers, whether in pedagogical, personal, social, or professional aspects. Issues such as a lack of innovation in teaching, low motivation, limited mastery of technology, suboptimal utilization of training, and teachers taking leave for activities outside of school are real obstacles in efforts to improve the quality of education.

Therefore, the researcher believes it is important to conduct a research study to provide an explanation regarding the Strategic Management of the Principal in Developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency.

2. Research Objectives

This research was conducted on the Strategic Management of the Principal in Developing Teacher Professionalism at SD Negeri Bagambir, Hulu Sungai Selatan Regency. The specific objectives of this study are as follows:

- a. To analyze the Principal's Strategic Management Planning in Developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency.
- b. To analyze the Implementation of the Principal's Strategic Management in improving teacher professionalism at SD Negeri Bagambir, Hulu Sungai Selatan Regency.
- c. To analyze the Supervision of the Principal's Strategic Management in Developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency.

3. Research Questions

There are two research questions in this research which are:

- a. How is the Strategic Management Planning of the Principal in developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?
- b. How is the Implementation of the Principal's Strategic Management in improving teacher professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?
- c. How is the Supervision of the Principal's Strategic Management in developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?

4. Literatur Review

The principal is a key factor in developing teacher professionalism in schools (Karacabey, 2021). According to Norton (2008) the principal not only acts as a manager and administrator but also as an educator, supervisor, motivator, and innovator responsible for mobilizing all human resources in the school to achieve educational goals. Through these roles, the principal must be able to plan, organize, mobilize, and supervise various programs aimed at developing teacher competencies in pedagogical, personal, social, and professional aspects, thereby creating a conducive, collaborative work environment focused on improving the quality of education.

On the other hand, teacher professionalism is largely determined by the teacher's ability to master subject matter, teaching methods, evaluation, as well as commitment to students and the learning process. Professional teachers are also required to continuously develop themselves through training, supervision, and ongoing coaching. The synergistic relationship between the principal's leadership and teacher professionalism forms a crucial foundation for creating an effective and efficient learning process, ensuring that educational objectives are achieved optimally and sustainably.

A study entitled *The Principal's Strategy in Developing Teachers' Professional Competence to Improve the Quality of Education at MAN 2 Kota Kediri Nurlatifah* (2024) discusses the principal's strategies in developing professional competence. The results show that the principal's strategies include strengthening mastery of learning materials through MGMP (Teacher Working Groups), supervision, routine coaching, and task assignments. In addition, the principal facilitates IT training, workshops, the use of various learning media, and regularly reviews the curriculum. The principal plays an active role in guiding and facilitating teachers to be competent in both content and teaching methods, which positively impacts the improvement of education quality in the school.

Nurherliyany (2018), in her study *The Principal's Strategy in Enhancing Teacher Professionalism: A Study at SMPN 2 Jatiwaras and SMPN 2 Salopa, Tasikmalaya Regency*, found that principals conduct thorough external and internal analyses related to teacher motivation, learning facilities, teaching methods, and financial support for infrastructure. Principals also systematically plan, implement, and evaluate strategies to improve teacher professionalism, including coaching and performance appraisal.

Ritonga (2023), in *Principal Management in Developing Teacher Professionalism at MTs Swasta Al-Washliyah Sigambal*, shows that the principal carries out management functions such as planning, organizing, implementing, and

supervising in fostering teacher professionalism. Strategies used include training, coaching through teacher organizations, classroom supervision, and evaluation of teacher administration and teaching, resulting in improved teacher professionalism through systematic and sustainable development.

Overall, it can be concluded that effective strategic management by the principal-through planning, implementation, supervision, routine coaching, training, and continuous evaluation-plays a vital role in developing teacher professionalism in elementary schools. Therefore, this study aims to analyze the planning, implementation, and supervision of the principal's strategic management in developing teacher professionalism at SD Negeri Bagambir, Hulu Sungai Selatan Regency.

5. Research Methodology

5.1 Research Design

In this study, the design used is a descriptive qualitative method with a case study approach, aimed at providing an in-depth understanding of social phenomena within a specific context. Thus, the research results are expected to reflect the various dynamics that occur. Therefore, the researcher not only collects data but also provides interpretation and meaning to the data obtained.

In line with this, data in this study were collected using a qualitative approach. This approach allows for the acquisition of information through data triangulation, which includes observation, interviews, and documentation. Observation and interview instruments were used to collect data from the principal and teachers regarding the principal's strategic management in developing teacher professionalism.

All instruments were analyzed using the interactive approach, which states that activities in qualitative data analysis are conducted interactively and continuously until the data reach saturation. When data saturation is reached, it means the data can be presented and then proceed to the next process. The steps in the data analysis include data collection, data reduction, data presentation, and drawing conclusions.

5.2 Research Sample

This study was conducted at SD Negeri Bagambir, Angkinang District, Hulu Sungai Selatan Regency. The informants for this research were the principal and teachers at SD Negeri Bagambir. The principal and teachers were chosen as informants because both hold central roles and offer complementary perspectives in the process of developing teacher professionalism at the school. The principal, as the primary subject of the study, is responsible for planning, organizing, mobilizing, and supervising programs aimed at developing teacher professionalism. Meanwhile, teachers were selected as informants because they directly experience the impact of policies and professional development programs implemented by the principal.

5.3 Research Instrument

The purpose of this study is to examine the principal's strategic management in developing teacher professionalism at SD Negeri Bagambir, Hulu Sungai Selatan Regency. Three types of instruments were used in this research: observation, interviews, and documentation, which were employed during the research process.

6. Findings and Discussion

6.1 Respondent's Demographic Analysis

Based on the demographic analysis of the informants, the principal holds a Bachelor's degree (S1) in Education, has completed teacher certification, and is a graduate of the Teacher Leader Program. Furthermore, the teachers who served as informants in this study possess a Bachelor's degree (S1) in Education, have obtained teacher certification, and have teaching experience of more than 13 years.

6.2 Analysis of Research Questions

6.2.1 Research Question 1: How is the Strategic Management Planning of the Principal in developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?

The findings from the interpretation of the original text indicate that the principal implements the development of teacher professionalism through a series of systematic managerial steps. The principal conducts long-term and annual planning, establishes a clear organizational structure for the school, and initiates programs to develop teacher competencies across various aspects. Thus, the principal's strategic management planning at SD Negeri Bagambir plays a crucial role in enhancing teacher professionalism in a planned, structured, and sustainable manner. Interview results from two informants support these findings as follows:

'The planning for teacher professionalism development at SD Negeri Bagambir is carried out gradually, structurally, and continuously. This planning is incorporated into the school's long-term plan but still accommodates other strategic programs that directly support teacher professional development. These

programs include curriculum development, improving the learning process, setting graduation standards, and developing educational facilities and infrastructure.’ (R1)

‘Technically, the planning for teacher professionalism development can be summarized into several programs, including the cultivation of the 5 culture (smile, greet, salute, polite, courteous), clarification of teachers’ main duties and functions, supervision and evaluation, reporting, and follow-up actions.’ (R2)

Furthermore, the planning for developing teacher professionalism in pedagogical competence is conducted through regular coordination meetings, assistance in preparing learning administration, Merdeka Curriculum workshops, and Teacher Working Group activities. For personality competence, the principal organizes activities to strengthen discipline and provides exemplary behavior. Teachers’ social competence is developed through the 5S program and meetings with the student guardians’ association. Meanwhile, professional competence development involves enrolling teachers in the Teacher Professional Education program and IT-based learning training. All these programs are controlled through supervision, follow-up, and regular coordination meetings. Interview data from two informants further support these findings through an interactive approach:

‘For the professional development plan in the 2024/2025 academic year, activities are carried out daily, weekly, monthly, and annually, covering pedagogical, social, personality, and professional competencies. Planned activities include strengthening discipline through subject meetings, regular weekly, monthly, and annual meetings that also serve as professional development and supervision forums, Quran reading activities, Merdeka Curriculum workshops, Chromebook training, teacher participation in PPG, meetings with student guardians’ associations, and family gatherings of SD Negeri Bagambir teachers.’ (R1)

‘In the religious field, several planned activities include Quran reading. To develop teacher skills and knowledge, teachers at SD Negeri Bagambir participate in various trainings, prepare learning administration, attend Merdeka Curriculum workshops, delegate teachers, hold regular teacher meetings, conduct family gatherings of SD Negeri Bagambir teachers, meet with the school committee and student guardians’ association, and conduct weekly, monthly, and annual evaluations.’ (R2)

Additionally, each year, the principal’s planning includes identifying teacher competency development needs through classroom supervision, group discussions, and student learning outcome evaluations. Findings from this process serve as the basis for designing training programs, seminars, and workshops tailored to teachers’ needs in pedagogical, professional, social, and personality aspects. The main challenges faced include a lack of innovation in learning, low motivation, limited mastery of technology, suboptimal utilization of training, and some teachers taking leave due to activities outside school. Therefore, planning must address these issues. Solutions implemented include organizing workshops and recruiting substitute teachers to fill vacant classes. These plans are based on information from both informants.

Planning is the initial activity in a task that involves considering all related aspects to achieve optimal results (Umar & Khoirussalim, 2021). Other functions follow after receiving the planning task. Generally, planning is the process of determining the organization’s direction and goals, then formulating strategies (programs) to be used, methods (ways to implement the programs), and actions needed to achieve those goals. Hence, planning is a fundamental step in management to set objectives and the steps required to reach them.

Planning contains information that functions to coordinate work. A good plan should be goal-oriented, simple, flexible, balanced, have standards, and optimally utilize available resources. Well-prepared planning ensures that task execution is targeted and that each unit is organized toward a common goal. Planning based on thorough research minimizes potential errors. The content of planning includes standards or limits on actions and costs, facilitating leaders in controlling activities.

The principal at SD Negeri Bagambir carries out teacher professionalism development through systematic, structured, and sustainable managerial planning. This planning includes long-term and annual plans integrating various strategic programs to improve teachers’ pedagogical, personality, social, and professional competencies. Activities such as regular coordination meetings, assistance with learning administration, Merdeka Curriculum workshops, technology-based training, and the 5 cultural programs are consistently implemented and monitored through supervision and periodic evaluation. The principal also identifies teacher competency development needs based on classroom supervision, group discussions, and student learning evaluations to design targeted training programs

6.2.2 Research Question 2: How is the Implementation of the Principal's Strategic Management in improving teacher professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?

Based on the analysis, the implementation of the principal’s strategic management to enhance teacher professionalism in the school is carried out comprehensively through systematic stages of planning, execution, organizing, mobilizing, and evaluation. The principal begins by conducting external and internal analyses related to teacher motivation, learning facilities, teaching methods, as well as the needs for infrastructure and community demands. Based on this analysis, the

principal formulates structured goals and teacher development programs, then organizes their implementation involving both the principal and teachers.

Referring to interview results from two informants, the implementation of the strategy includes reviewing learning tools, routine coaching, training, classroom supervision, and teacher performance appraisal. Evaluations are conducted periodically, for example, at the end of each semester, accompanied by coaching sessions to help teachers understand the evaluation process, using clear evaluation instruments, and providing feedback and follow-up for continuous improvement. Additionally, the principal activates the Teacher Working Group, provides motivation, encourages innovation, and applies a fair system of rewards and punishments. This strategic management approach has proven effective in improving teachers' professional competencies, including mastery of subject matter, teaching methods, and technology use, thereby positively impacting the quality of education in elementary schools.

Syafii (2016) states that a professional teacher is someone who holds a teaching position based on their knowledge and expertise, dedicating themselves fully to their chosen profession, and continuously striving to develop themselves and their skills related to their role as a teacher. In other words, a professional teacher is an individual with an adequate educational background in teaching, possesses competencies and skills in their field, and consistently seeks to improve them in order to responsibly carry out their duties to the best of their ability.

The conclusion from the analysis of the implementation of the principal's strategic management in enhancing teacher professionalism shows that the principal systematically manages all stages from planning to evaluation by analyzing teacher and facility needs, formulating structured development programs, and organizing their implementation together with the teachers. This strategy includes routine coaching, training, supervision, performance appraisal, and periodic evaluation accompanied by feedback for continuous improvement. Furthermore, the principal activates the Teacher Working Group, provides motivation, encourages innovation, and implements a fair reward and punishment system, successfully improving teachers' professional competencies and positively impacting the quality of education in elementary schools.

6.2.3 Research Question 3: How is the Supervision of the Principal's Strategic Management in developing Teacher Professionalism at SD Negeri Bagambir Hulu Sungai Selatan Regency?

The principal's strategic management supervision in developing teacher professionalism at school is conducted intensively and systematically through various structured control and evaluation mechanisms. The principal formulates a professional development plan involving teachers in deliberations to determine the best strategies, then implements the program with clearly defined roles between the principal and senior teachers. Supervision is carried out through classroom observations, regular coordination meetings, monitoring teacher attendance, and periodic performance evaluations, such as at the end of each semester.

According to interviews with two informants, the principal also provides motivation, rewards, and training as part of the supervision to enhance teacher competencies. Moreover, supervision covers both academic and managerial aspects to support teacher professional development. The evaluation results from supervision serve as the basis for follow-up actions, including coaching, improvements, and standardization of teacher development programs. Thus, the principal's supervision is not merely administrative control but also continuous coaching and development, ensuring that the strategy for developing teacher professionalism runs effectively and positively impacts the quality of education in the school.

Teacher professionalism refers to teachers who possess knowledge, skills, and attitudes that are solid and adequate to manage the teaching and learning process effectively. They also have appropriate knowledge, skills, and attitudes toward innovation and act as effective disseminators of innovative ideas. Furthermore, professional teachers maintain a strong teaching identity and broad perspective, being able and willing to anticipate future challenges faced by the education sector as a system (Hanafi et al., 2018).

The conclusion from the analysis of the principal's strategic management supervision in developing teacher professionalism indicates that supervision is conducted intensively and systematically through structured control and evaluation mechanisms. The principal involves teachers in planning deliberations, clearly divides tasks, and conducts classroom supervision, coordination meetings, attendance monitoring, and periodic performance evaluations. Supervision is complemented by motivation, rewards, and training to improve teacher competence. The evaluation of supervision results forms the basis for ongoing coaching and improvements, making supervision not only administrative but also an effective developmental process that positively influences education quality and enhances teacher professionalism in the school.

7. Conclusion

Research conducted at SD Negeri Bagambir, Hulu Sungai Selatan Regency, demonstrates that the principal's strategic management in developing teacher professionalism is implemented in a planned, structured, and sustainable manner. The principal actively plans and organizes programs to develop teachers' pedagogical, personal, social, and professional competencies through coordination meetings, workshops, religious activities, and information technology-based training. Supervision is routinely conducted through classroom observations, monitoring,

evaluations, and follow-ups. Despite challenges such as low motivation among certain teachers, limited technological proficiency, and teachers taking leave due to activities outside the school, the principal applies solutions including workshops and the recruitment of substitute teachers. With visionary, collaborative, and adaptive management, teacher professionalism has significantly improved, thereby supporting the enhancement of educational quality at the elementary school level.

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Conflict of Interest

The authors declare no conflicts of interest

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