

**SCHOOL PRINCIPAL'S LEADERSHIP IN RELATION TO  
ENGLISH TEACHERS' PROFESSIONALISM: A CASE  
STUDY AT SMA LTI IGM PALEMBANG**

**A THESIS**

**by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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**Day : Wednesday  
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## DECLARATION

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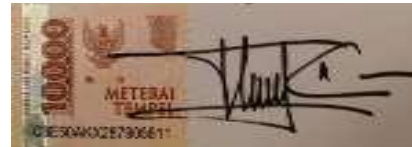
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certify that the thesis entitled -School Principal's Leadership in Relation to English Teachers' Professionalism: A Case Study at SMA LTI IGM Palembang is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 10<sup>th</sup>, 2024

The Undersigned,

A photograph of a 10,000 Indonesian Rupiah stamp. The stamp is orange and green, with the number '10000' and the word 'METERAI' visible. A black ink signature is written across the stamp.

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## DEDICATION

*This thesis is sincerely dedicated to:*

My amazing parents,  
Heriyanto & Elsi Handayani,  
who always give me spirit, motivation, and affection.

My younger sister and brother,  
Rabhita Aulia & Derryfal Aliyahfiriz,  
who fill my day with joy and cheerfulness.

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Palembang, July 10<sup>th</sup>, 2024  
The writer,



Thadya Azrielyani

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# SCHOOL PRINCIPAL'S LEADERSHIP IN RELATION TO ENGLISH TEACHERS' PROFESSIONALISM: A CASE STUDY AT SMA LTI IGM PALEMBANG

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## ABSTRACT

Considering the great responsibility and the role of teachers as educator, teachers must have professional competence and determination to reach the educational goal. This competence should be developed continuously by the teachers themselves and/or facilitated by the principal as the leader of the school. Therefore, a good leadership is required to guide and direct them as should. The principal's leadership quality is demonstrated by the success of the school he/she leads. This study examines school principal's leadership and English teachers' professionalism at a private A-accredited high school in Palembang. A qualitative method in case study design was utilized in this study. A school principal, a vice-principal, and three teachers of English participated in this study. The data were collected through interviews and observations and analysed by using a thematic analysis. The findings of the study revealed that the school principal's leadership plays a significant role in enhancing the professionalism of the English teachers. The principal's leadership styles are transformational and participative, which are characterized by vision articulation, inspirational motivation, intellectual stimulation, and individualized consideration. The principal provides support for the English teachers' professional development by providing opportunities for training and creating a positive and supportive work environment. The study also examines that English teachers at this school are highly professional. They have a strong commitment to their teaching profession and are constantly striving to improve their teaching skills and knowledge. They also collaborate effectively with each other to create a positive learning environment for their students.

*Keywords: school principal's leadership, leadership styles, English teachers' professionalism, private school*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

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

Sagala (2006) divides the characteristics of successful school into three, i.e. management, leadership, and commitment. Management focuses on educational institutions that emphasize on actual procedure of organizational development and effective use of time. Leadership focuses on the functioning of the components optimal organization and the effectiveness managerial characterized by instructional leadership, teachers' performance and professional education staffs. It is supported by technological capabilities, environmental developments, individual skills and motivation. Commitment deals with the condition where school principal, teachers, and education staffs must show the consistent attitude, broad minded, high integrity, honest, confident, and creative.

Yet, the effort to achieve the successful school is not that easy. It needs considerable efforts in producing qualified graduates. The quality and quantity of education carried out will determine future availability of human resources. Panut (2021) states that school personnel play an important role in determining the implementation of school programs.

A teacher as one of the school personnel and human resources is one of the determinant factors in educational goals. Without the teacher's role, a teaching and learning process will be disrupted. In order to produce the quality of students

(output), a teacher must be competent in her/his field. Law No. 14 Year 2005 concerning Teachers and Lecturers defines teacher as a professional educator with a main task to educate, teach, guide, train, assess, and evaluate students in formal education, primary education, and middle education. In addition, a teacher has to have broad insights and good influences in human capital of cognitive, affective, and psychomotor aspects. It certainly demands the management of good education and professional teachers, so that the quality of educational outcomes can truly play an optimal role in community life.

School principals and teachers constitute the primary sources of effective leadership in educational institutions that lead to improve student academic achievement (Day & Sammons, 2016; Fackler & Malmberg, 2016; Parveen et al., 2021). However, it is remarkably observed through prior studies that the principals' direct/indirect influence on student success is amidst considerable controversy of positive and negative (Tan, 2014; Hallinger & Ko, 2015; Wu et al., 2020). The salient credit then goes to teachers for the students' personal and intellectual development in educational institutes (DuFour & Marzano, 2011). Thus, obviously, the school administration must be held accountable for facilitating and improving modern knowledge management and classroom instructions that likely optimize educational achievement and enhance teacher job performance (Antony et al., 2012; Al-Safran et al., 2014; Keddie, 2015; Parveen et al., 2022).

According to Law No. 16 Year 2007, teachers must have four competencies comprises pedagogical, professional, personal, and social competencies. Teacher's competency is the ability of a teacher to carry out the obligations in a responsible and proper manner. The demand for the four competencies encourages teachers to obtain information that can enrich their abilities so they are not left behind in their professional competences. Considering the great responsibility and the role of teachers as educator, then the teachers must have the professional ability.

Considering the great responsibility and the role of teachers as educator, then the teachers must have professional competence. According to Levin (2022), professional is related to a profession or any person who deals with the job or

profession. The professional works along with determination to make the educational goal is reached. This competency is strongly encouraged to be possessed by all teachers. According to Choppin (2022), it is a mastery of learning material broadly and deeply. It covers the mastery of subject curriculum materials, the mastery of structure and methodology of science, the substance of science that cope the learning material, the development of learning materials that are mastered creatively, the use of technology in communication, and self-development. In other word, this competence forces the teacher to deepen knowledge in the field of study.

In carrying out their duties, teachers' weaknesses will be apparently found by their leader. Therefore, it needs a good leadership to guide and direct them as should. The principal's leadership quality can be seen from the success of the school he/she leads. According to Khan (2020), leaders have to provide their subordinates with guidelines and motivate others towards accomplishment of tasks. Researchers have discerned a number of school leadership styles, the most commonly known having been identified by renowned social scientist Lewin and his colleagues in 1939 (Maclean et al, 2022). The styles are authoritarian or autocratic, democratic or participative, and laissez-faire or passive (Kilic, 2022). The authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself.

SMA LTI IGM Palembang, as a successful private school located in the middle of Palembang city, is led by a leading principal. It is proven by the improvement of education and teacher qualities, such as joining pedagogic olimpiad and breaking the MURI record for writing the world's largest anthology of syair. The strong leadership ability of the principal in increasing teachers' professionalism at SMA LTI IGM Palembang makes the school obtain a lot of achievement, both in the academic and non-academic fields. All teachers are encouraged and facilitated to take continuous professional development.

Considering the great responsibility and the role of teachers as educator, the writer only focuses on professional competence. Academic supervision was

highlighted as the point that was used to conduct the research (Sahaludin et al, 2023). These researchers used meta-analysis as method and 20 nationally accredited journals as analysis, discovering that supervision academic has been an important concern for research and education activists in enriching the scientific treasury of education management in the last ten years. The research aims to analyze the academic supervision of madrasah principals in Indonesia. They found that principals need to determine the right strategy to overcome the problems of teacher professionalism. The problems were work motivation, plan of learning, and achievement of teacher. In addition, pre-service teachers were subjected to a series of interview by Suyatno et al. (2023). According to their research, the Kampus Mengajar program is utilized by pre-service teachers to share and receive experiences to enhance their professionalism. They found that the experience gained by teachers is used to guide students, perform school administrative tasks, assist colleagues in schools in adapting to technology, develop various academic tasks, and provide a workplace conducive to learning. Meanwhile, the role of school principal was not active. The school principal had a lack of knowledge in training and engaging the progress of era. The last, teacher professionalism in Islamic religious education was stated by Karim et al. (2023). The problem was it is very minimal treatment of the professionalism of Islamic religious education teachers. So, the researchers would like to see the effect of teacher professionalism in Islamic religious education in the era of society 5.0 in Indonesia. The research was a type of meta-analysis research. Data sources came from 17 national and international journals published from 2020-2023. They found that professional Islamic Education teachers have a positive influence in supporting the progress of Islamic Education in Indonesia with an effect size value of 0.76 in the high category. This shows that teacher professionalism is needed in encouraging the progress of the teaching and learning process of Islamic Religious Education in Indonesia.

Based on the previous studies above, there is not much research that has been done about the way of how the school principal's role in improving English teachers' professionalism. Therefore, this study has the potential to develop the teachers' of English professionalism through the school principal's role. The

study explores how aspects, like professional development opportunities provided by the school administration, influence teacher competency and subsequently contribute to successful school management.

### **1.2 The Problems of the Study**

1. How does the school principal accommodate the professional competence of English teachers at SMA LTI IGM Palembang?
2. What are the school principal leadership styles in accommodating the professional competence of English teachers at SMA LTI IGM Palembang?
3. How is the professional competence implemented in the classroom by the English teachers at SMA LTI IGM Palembang?

### **1.3 The Objectives of the Study**

1. To find out how the school principal accommodates the professional competence of English teachers at SMA LTI IGM Palembang.
2. To find out what the school principal leadership styles are in accommodating the professional competence of English teachers at SMA LTI IGM Palembang.
3. To find out how the professional competence is implemented in the classroom by the English teachers at SMA LTI IGM Palembang.

### **1.4 The Significance of the Study**

This study is expected to make a positive contribution to the school principals, the teachers, and the future researchers.

For the school principal, this study can provide useful guidelines in managing the professionalism in led educational institution. For the teachers, this study can expand the insights of a good learning management, especially the ability to plan, implement, and evaluate. For the future researchers, this study can enrich the data about the influence of school leadership on various aspects of the school, such as student learning outcomes, teacher work motivation, and school organizational culture.



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