THE ROLE OF THE SCHOOL PRINCIPAL IN ENHANCING TEACHER PROFESSIONALISM AT SEKOLAH INDONESIA KUALA LUMPUR (SIKL)

BY

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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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ABSTRACT

The main purpose of this study is to investigate the roles of school principal toward enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL). It is also aimed at affirming the most influential roles implemented in school by school principal as perceived by teachers. Furthermore, this study is also designed to determine (if any) there is relationship between the roles of school principal and teacher professionalism. This study used quantitative method to obtain its objectives. This study used purposive sampling procedure to select the sample of population was applied to select 40 teachers in school. The results showed that the teachers perceived the role of school principal as curriculum leader dominating, it followed by the school principal as leader in school and as manager in school. The relationship between each the roles of school principal and teacher professionalism was statistically significant. Based on the findings of this study it was recommended that similar studies should be conducted on a nationwide basis whereby the findings, suggestions and recommendations would be the source of guidelines in developing teachers for training programs, they could be applied to the current curriculum system of schools and become key performance indicator to acknowledge best school curriculum, achievement and best principal award. For contemporary and prospective school as well as superb school principal.

خلاصة البحث

يهدف هذا البحث إلى معرفة دور مدير المدرسة نحو تعزيز الإحتراف الأداء المهني للمعلم فى المدرسة الإندونيسية بكوالالمبور. وأيضا للتعرف على الأدوار الأكثر تأثيرا, التي يطبقها مدير المدرسة من وِجْهة نَظْر المعلمّين. وكذالك البحث إلى تحديد العلاقة (إن وجدت) بين أدوار مدير المدرسة والأداء المهنيّ للمعلّم. وإستخدمت هذه الدراسة المنهج الكمّي لتحقيق أهدافها. وتمّ تطبيق هذه الدراسة على عينة قصدية تكونت من أربعين المعلمّين يرون أن دور مدير المدرسة الإندونيسية بكوالالمبور. وأظهرت النتائج أنّ المعلمّين يرون أنّ دور مدير المدرسة يتمثل في أنه قائد مهيمن للمنهج, ومدير المدرسة. وأوضحت النتيجة أنه توجد علاقة ذات دلالة إحصائية بين أدوار مدير المدرسة وبين الأداء المهنيّ للمعلّم. وبناء على نتائج هذه الدراسة, فإن الباحث يوصي بإجراء دراسات مماثلة ينبغي على المستوى الوطني والتي يمكن أن تؤدي إلى نتائج واقتراحات وتوصيات تكون بمثابة إرشاد لتطوير برامج المعلمّين, ويمكن تطبيقها على منهج المدرسة الحالي لتكون مفتاحا لمؤشرات الأداء المعرفي لمنهج أفضل, وإنجاز أحسن, للمدرسة المعاصرة والمستقبلية، وكذلك تكون مؤشرا لمدير مثالي للمدرسة.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Education (Management and Educational Leadership).

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Mohamad Johdi Salleh
Supervisor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Education (Management and Educational Leadership).

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Hairuddin Mohd Ali
Examiner

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DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Generally, the quality of the school education is largely influenced by the ability of the school principals to empower teachers and its administration staff. The vital role of the school principal is how to develop the school into a good educational institutions and also able to achieve the goals of the education system. The duties and responsibilities of the school principal is how to maintain and motivate the teachers, students, and administrative staff of the school and be able to implement the rules and regulations of the school effectively. The principal's job is about creating a culture in which the school principals and the teachers lead together with the support and encouragement of their administrators (Akert & Martin, 2012).

As the leader of the school, the school principal has a great responsibility to fill up the expectations of the various parties. He is the leader, manager, educator, administrator, innovator, supervisor and motivator (Marks, 2003) and has the responsibilities in increasing the professionalism of teachers as teachers are the professional educator and are a very essential component in the education system. Hence, in order to ensure the success of the school in achieving its goals, the school principal is required to improve continuously the overall performance of the teachers and staff of the school. Since the school principal is the central figure in the school (Foundation, 2013) he should have good relation capabilities with all the people in the school, so that the school and the educational objectives can be achieved optimally.

Teachers are considered the most important people in the school that determine student achievements. (Liakopoulou, 2011) direct teacher student relationships are the most influential component toward the creation and the process of quality educational outcomes. Hence any kind of efforts to improve and to develop the quality of education will not significantly materialize without the support of professional and qualified teachers as well as those who perform well in their teaching career. Indeed teachers are the key guardians of education. They are the main driving force for the educational improvement and development. A teacher's role cannot be replaced by machines or equipment of any kind, because the soft skill of human elements such as attitudes, value systems, feelings, motivation and customs expressed by teachers can never be substituted by machines or tools even though they are created to facilitate human life. Krull and Leijen (2015) strongly believe that the professional capabilities of teachers can really support the achievement of the objectives of education and teaching, so as to create changes in behavior, both at school and in the community.

The most important responsibility of every educator is to provide the conditions under which peoples' learning curves go off the chart. Whether one is called a principal, a teacher, a professor, a foundation official, or a parent, the most vital work of the educator is to promote human learning and above all motivational-learning. Meanwhile the school principal exercises significant influence on teacher professional developments via introducing various programs to improve the professionalism of the teachers' teaching techniques by involving all related elements. Among others the development focus is on how to realize the training efforts and programs in accordance with the demands of education and the teaching profession (Foundation, 2013).

Professionalism is an underrated quality that every educator and school employee should possess. Administrators and teachers represent their school and also should do so at all times in a professional manner. Professionalism requires three essential characteristics i.e. high levels of professional knowledge, skills and dispositions (Shin, 2012). Professionalism of teachers can be established through professional development programs. The improvement is expected to support teachers in performing their duties and their roles as teaching professionals. An added quality is the ability to anticipate changes, as stated by the Ministry of National Education of Indonesia (2014: 4) that professional development is to improve quality that include the ability, knowledge, insight, skills, creativity, dedication and discipline of teachers from time to time.

It can be said that school principal play a big role to further the school, also has a role in school which is as a leader, manager, educator, administrator, innovator, supervisor and motivator, has a responsibilities in increasing professionalism of teacher, due to the teacher as a professional educator and very essential component in education system (Marks, 2003).

1.1.1 The Education System in Indonesia

Education is important in all aspects of human life socially, economically and spiritually. Hence a good education system is one in which these aspects are constantly being improved through the advancement of the country's education system. Indonesia is one of the ASEAN countries that has been continuously striving to enhance and maximize the development of its educational system and quality. Like other countries, Indonesia, too had introduced the regular and formal education starting from kindergarten (Taman Kanak-kanak or TK) for children between five to

six years old. However, according to the Indonesian schooling system, this pre-school education is not a compulsory prerequisite for entry into the elementary/primary school.

The formal and basic education in Indonesia involves six years in the primary school (Sekolah Dasar or SD) for children aged between seven to twelve years old and three years in junior high school (Sekolah Menengah Pertama or SMP) for children aged thirteen to fifteen. Then, students continue their education for another three years at the secondary school (Sekolah Menengah Umum or SMU) before they can pursue their education at the tertiary level in colleges, universities or other higher educational institutions. Overall, the Indonesian education system, from kindergartens through universities, is a centralized system under the administration of the central education authority which is the Ministry of Education and Culture of Indonesia.

At the primary school and the lower secondary school levels general subjects such as Bahasa Indonesia (Indonesian Language), Matematika (Mathematics), Pendidikan Pancasila dan Kewarganegaraan (Civics), Ilmu Pengetahuan Sosial (Social Science), Ilmu Pengetahuan Alam (Natural Science) and Pendidikan Islam (Islamic Education) are taught. As the students enter the upper secondary school level, they will be streamed according to specialized subjects like social science and natural science, their school achievement as well as their personal interests.

For children who follow their families overseas because their parents are transferred to serve in other foreign countries, the Indonesian government provides Indonesian schools for their education. Thus there are Indonesian schools like Sekolah Indonesia Bangkok in Thailand, in Jeddah, in Singapore (See Table 1.1). The one in Malaysia is called the Sekolah Indonesia Kuala Lumpur (SIKL). This school was established to cater the needs of Indonesian children specifically whose parents are

serving the Indonesian government postings at the Indonesian Embassy in Malaysia. It was built 42 years ago.

1.1.2 Profile of the Sekolah Indonesia Kuala Lumpur (SIKL)

Indonesian Schools abroad (Sekolah Indonesia) are schools established and organized by the government for fulfilling the responsibility of giving basic education to Indonesian children whose parents are serving in the foreign service outside Indonesia, (See Table 1.1) shows the schools are located in three region of the world i,e Asian, European and African regions. (Directorate General of Primary and Secondary Education Management, 2007). These Indonesian Schools have the status of government aided private schools, where the Ministry of Foreign Affairs (Kemenlu) through its representative office in the concerned country is responsible for its management and monitoring (Directorate General of Primary and Secondary Education Management, 2007). The ministry of Education and Culture is only aiding the management, by providing teachers and administrative staff. These people are appointed and recognized as home staff non diplomatic status (Directorate General of Primary and Secondary Education Management, 2007).

Like those in Indonesia, the Indonesian School abroad has the duty to organize primary education, starting from the level of kindergarten (TK) to Senior High School (SMA) based on and according to the national education system, as stipulated under the Law (UU) No. 20 of 2003 concerning National Education System (Directorate General of Primary and Secondary Education Management, 2007). In addition, Indonesian Schools have the function as the medium to educate and develop nationalism and patriotism, as well as strengthen the unity and the character of the Indonesian nation to children of Indonesian officials abroad. It also functions as the

infrastructure to help introduce and promote Indonesian culture abroad (Directorate General of Primary and Secondary Education Management, 2007). These functions are as stipulated in the Letter of Joint Decree (SKB) between the Minister of Foreign Affairs and the Minister of Education and Culture No. 191/81/01 and No. 151/U/1981 as the guide for Indonesian School management abroad that is valid up to the present day (Directorate General of Primary and Secondary Education Management, 2007). The five principles of the Indonesian Constitution of 1945 (Pancasila) is very much emphasized in all the Indonesians schools located overseas.

Table 1.1 The List of Fifteen Active Indonesian Schools Located in the Asian, European and African Regions (Sekolah Indonesia Luar Negeri, 2010)

No	The Name of Indonesian School	Country
	Asian Region	
1	Sekolah Indonesia Kuala Lumpur	Malaysia
2	Sekolah Indonesia Kota Kinabalu	
3	Sekolah Indonesia Riyadh	Saudi Arabia
4	Sekolah Indonesia Jeddah	
5	Sekolah Indonesia Makkah	
6	Sekolah Indonesia Singapore	Singapore
7	Sekolah Indonesia Davao	The Philippine
8	Sekolah Indonesia Yangoon	Myanmar
9	Sekolah Indonesia Bangkok	Thailand
10	Sekolah Republik Indonesia Tokyo	Japan
11	Sekolah Indonesia Damaskus	Syria
	European Region	
12	Sekolah Indonesia Moskow	Russia
13	Sekolah Indonesia Nederland	The Netherland
14	Sekolah Indonesia Beogard	Yugoslavia
	African Region	
15	Sekolah Indonesia Kairo	Egypt

Source: (Sekolah Indonesia Luar Negeri, 2010).

In Malaysia, Sekolah Indonesia Kuala Lumpur (SIKL) has a strategic role and has become the frontline envoy of education especially in the context of human

resource development especially for the Indonesian Embassy community, teachers and other home staff of non-diplomatic status who are stationed here.

The Sekolah Indonesia Kuala Lumpur (SIKL) was established and began its operation on 10th of July 1965 by the Indonesian Embassy in Malaysia. It is located in Kuala Lumpur at No. 1 Lorong Tun Ismail 50480, Jalan Tun Ismail, Kuala Lumpur, 50480 Kuala Lumpur, and Federal Territory of Kuala Lumpur, Malaysia. The school takes part consistently in providing the National educational curriculum and other educational services for the Indonesian government officials' children and children of other staffs and teachers. No less important is that this particular school carries out its dual role in preserving and promoting the culture of Indonesia to the peoples of Malaysia. They also perform this dual function in all the Indonesian schools in other countries that Indonesia has diplomatic ties with.

To keep pace with the rapid development of education and science as well as globalization and modernization, Sekolah Indonesia Kuala Lumpur (SIKL) continually pursues achievement and quality of education by providing good education training programs for its personnel thereby improving the education standard. Besides these strategies, the school is equipped with facilities and components that support the activities of learning both inside and outside the school environment effectively. Consequently, in 2013, the Sekolah Indonesia Kuala Lumpur (SIKL) received astounding salutations by the Indonesian National Accreditation Board (BAN) by receiving the accreditation for all levels of education i.e. elementary, junior, and high school levels.

As time goes by, the role of Sekolah Indonesia Kuala Lumpur (SIKL) in providing educational services and cultural preservation of the people of Indonesia in Malaysia caught the attention of the Indonesian government and the local

communities. In mid-2013, the Indonesian school students dominated the performances in the creative arts and cultural Concert at the Nusantara Bi Cultures Indonesia and Malaysia event. On record, students of Sekolah Indonesia Kuala Lumpur (SIKL) were pioneers who made proud winnings in various prestigious competitions like becoming champions in the competition between Indonesian schools abroad (SILN) and also actively participated in events organized at national level.

The vision of Sekolah Indonesia Kuala Lumpur (SIKL) is to become a religiously devoted (Tawakkal), intelligent and cultured educational institution at par with world standards. is a big challenge for schools, Specifically Indonesian people who are abroad as they also seek to increase cooperation education at the international level are also constantly trying to maintain and preserve the art and culture of Indonesia, as stated in the mission of schools in order to achieve the ideals and expectations of the nation to build the character of young Indonesian are noble and dignified.

Extremely clear the contributions of Sekolah Indonesia Kuala Lumpur (SIKL) in the National education is providing the access of education to the sons and daughters of Indonesia in Malaysia. Hence, Indonesian Embassy in Kuala Lumpur and Sekolah Indonesia Kuala Lumpur (SIKL) open access the education through program, first is Elementary school, and second is Junior School and High school. Starting in year 2012 Sekolah Indonesia Kuala Lumpur (SIKL) also became a center of learning group is Open University in Kuala Lumpur provided for the level of Higher Education for the Indonesian workers who were around Kuala Lumpur. Moreover, (Sekolah Indonesia Kuala Lumpur (SIKL) provides learning facilities for computer and learning English are all free which is targeted specifically for Indonesian workers that is

managed by the Organization Education for the Nation (EUB) in cooperation with the Indonesian Embassy in Kuala Lumpur and ANTARA Newspaper.

Sekolah Indonesia Kuala Lumpur (SIKL) actively involved soft diplomacy that is participates in various activities that were held by schools Malaysia, International schools in Malaysia. Engaging their students in any activities, that is concrete form of soft diplomacy and the promotion of culture as well as the existence of Indonesia as a sovereign and dignified country.

Finally, in all the limitations and the heavy burden that must be carried on, Sekolah Indonesia Kuala Lumpur (SIKL) continually need full attention and support from various elements, typically from the Indonesian Embassy in Kuala Lumpur, the Ministry of Education and Culture and the Ministry of Foreign Affairs to work together for carrying out the mission of compulsory education as well as branding Indonesian Nation and state in Malaysia and even in the world.

1.1.3 History of the Sekolah Indonesia Kuala Lumpur (SIKL)

Sekolah Indonesia Kuala Lumpur (SIKL) began with the reopening of the Liaison Office of the Republic of Indonesia to Malaysia in 1967, so this school has been in Kuala Lumpur since 48 years ago and 14 principals had served in it. The present principal Drs. H. Agustinus Suharto. M.Pd has been served since 2015, he was previously the school principal at Sekolah Indonesia Davao Philippine for five years. This school was basically opened to fulfill the needs of education for the children of the employees of the Indonesian Embassy in Malaysia. Mr. Bambang Sumadio who was the Education Attaches at the time, responded positively in establishing the school even though it was faced with limited infrastructure. Initially the school started modestly in the form of learning once a week i.e. every Saturday taught by only two

teachers. Mr. Umar Rauf and Mr. Rawi Hadis. The progress of the school's learning activities at the time was short-lived and was discontinued due to difficulties in financing it. When the Counselor for Education and Culture was handed over to Mr. Muhammad Alwi Oemry learning activities reopened again. The school got full support from Major General H. A. Thalib Gelar Deputi Santio Bawo, His Excellency the Ambassador of Malaysia and all the embassy staff.

Sekolah Indonesia Kuala Lumpur (SIKL) was then officially opened on 10th of July 1969 with a ribbon cutting by Mrs. Nurdjanah Talib, the Ambassador's wife. Representing Malaysia was Dato' Haji Abdul Rahman Yakob, who was the Malaysian Education Minister at the time, delivered his welcoming speech. The Closing prayer was delivered by Mr. R.S. Sofyan, the religious teacher. Mr. Muhammad Alwi Oemry who was the Education and Cultural Attache was assigned to be the first principal of Sekolah Indonesia Kuala Lumpur (SIKL). Officially, Sekolah Indonesia Kuala Lumpur (SIKL) was gazetted by the Indonesian Minister of Education and Culture as No. 05/1971. 7th of January, 1971. Since its establishment Sekolah Indonesia Kuala Lumpur (SIKL) has had 14 School Principals (See Figure 1.1). This research involves only the current School Principal who has been serving the school since two years ago. However, he was the School Principal at Davao, Philippines for five years.

1.1.4 Principals of the Sekolah Indonesia Kuala Lumpur (SIKL)

Figure 1.1 Present to Us All the School Principals from Year 1969 to 2017

1.1.5 Vision of Sekolah Indonesia Kuala Lumpur (SIKL)

"Sekolah Indonesia Kuala Lumpur (SIKL) is an educational institution that strives to be religiously devoted (Bertaqwa), courteous and cultured, attaining excellence at par with world standards".

1.1.6 Mission of Sekolah Indonesia Kuala Lumpur (SIKL)

i. To uphold religious worship according to the respective religions in Indonesia.
ii. To mold good moral and cultural identity for the future generation.
iii. To achieve success in both the academic and non-academic fields.
iv. To implement learning activities based on the National curriculum.

1.1.7 Objectives of Sekolah Indonesia Kuala Lumpur (SIKL)

i. To generate human beings who are faithful and religiously devoted (Bertaqwa) to God Almighty.
ii. To develop a generation that has good values and culture based on the National character.
iii. To develop human resources who are equipped with academic and non-academic knowledge.
iv. To prepare a human capital that is competitive in the global market.

1.1.8 Strategies to achieve the goals of Sekolah Indonesia Kuala Lumpur (SIKL)

i. Practice their religion based on their religion and beliefs.

ii. Organize arts and cultural activities synchronized with the values of the Nation.

iii. Implement active, innovative, creative, and effective learning environments and to qualify for competitions at the National or International levels.

iv. Play an active role in the academic and non-academic fields.

1.1.9 Logo of the Sekolah Indonesia Kuala Lumpur (SIKL)

Figure 1.2 This Figure Describes about Logo of the Sekolah Indonesia Kuala Lumpur (SIKL)

The logo of the school was designed by two people i.e. Mr. Karsam, the Art teacher and Arif Hidayat James, a student of the school. There are three meanings to the logo:

The open book means that there are three levels of education Elementary school, Junior School and High school. The three flower petals describe the three educational goals to be achieved. They are piety to God (Taqwa), to be intelligent and skillful. The school's motto is Caraka Muda which means the delegation or representative led by the youth.

1.1.10 Organizational Structure of the Sekolah Indonesia Kuala Lumpur (SIKL)

Figure 1.3 The Figure Explains the Organizational Structure of the Sekolah Indonesia Kuala Lumpur (SIKL)

1.2 ISSUES AND STATEMENT OF THE PROBLEM

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like (Karimi, et al., 2014). We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role model can be any body, a parent, a sibling, and a friend. But sometimes our most influential and life changing role models are teachers. Teachers guide the learning process and have direct influence on changes in student behaviours and upbringing. Therefore teachers should be professional and are able to utilize all the capabilities of the education system so that the learning process goes well (Penelope, 2006).

Success schools do not exist without great teachers and school principal. While the role school principal is the most important component because his role will affecting performance of the teachers, student achievements and school itself. Based on previous studies by (Michael & Green, 2012) said that school principal influences student achievement in many ways, such as establishing a vision that motivates the entire student community, building a school culture that support student learning. Moreover as said by (Mu'min, 2011) in his research at Islamic primary school in Bambu Apus Pamulang Indonesia, the roles of school principal comprise in six elements as leader, motivator, supervisor, innovator, manager and educator. Previous research shows that the role of school principal goes well in enhancing teacher professionalism such as empowerment of all communities in school, staff, improvement of learning facilities, supervision on teaching and learning process, all those efforts well through the role school principal covering the above six aspects. Meanwhile, According to (Himphinit, 2009) in his studies about roles of school principal toward enhancing student academic achievement in Islamic private

secondary school under the office of Songkhla educational service area 3 Thailand, the research showed academic student achievement increases when the school principal performs well his duties as head of community in school. According the several researches above therefore the purpose this study concerns regarding the roles of school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL) in three roles leadership, managerial and instructional curriculum.

The school principal has the greatest impact on the school community constituting of teachers, students, staff, and administrators (Morrissey, 2000; McCreight & Salinas, 2006). The school principal gives moral support and encouragements to improve teachers' professionalism. His have a substantial impact on teacher learning, because the principal is an instructional leader and learner, creates conducive learning and teaching environment (Liakopoulou, 2011). Thus, the principal is in a unique position to influence the implementation of the quality of teachers' professional development.

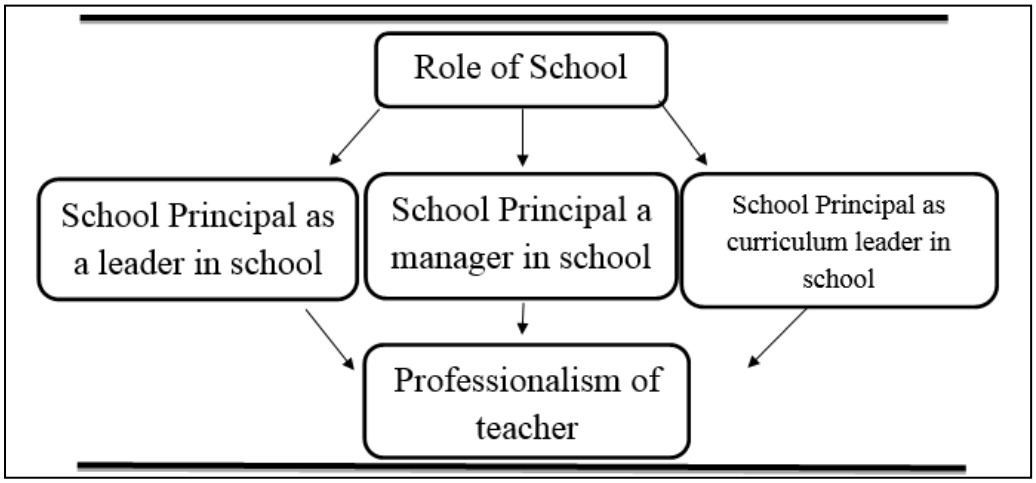
Therefore the gap this study the researcher will focus on the role school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL) especially in aspects leadership, managerial and instructional curriculum.

The outcomes of this study are two prong that is to evaluate the leadership, managerial and instructional curriculum capabilities of the principal by the teachers and conversely it will provide important information for the school principal on the importance in enhancing teacher professionalism to make the school standards progress effectively. It can also provide some feedback to the government of Indonesia especially the Ministry of Education and Culture on the state of the school's achievements and setbacks that are due to the principal's competency and the teachers' level of professionalism.

1.3 THE THEORETICAL FRAMEWORK

Modeling the role of the School Principal on the professionalism of teachers in the school.

The independent variable in this study is the School Principal as the leader, the Manager and the curriculum leader in school whereas the dependent variable is the role of the School Principal. The reason is that the role of the School Principal will significantly influence the professionalism of teachers. The study believes that the role of the School Principal will have a particular impact on the respective dimensions of professionalism of teachers.



Source: Leithwood (1999) and Valentine, Bowman (1988)

Figure 1.4 The Theoretical Framework Model of the Role of the School Principal in Enhancing Professionalism of Teachers

1.4 RESEARCH FRAMEWORK

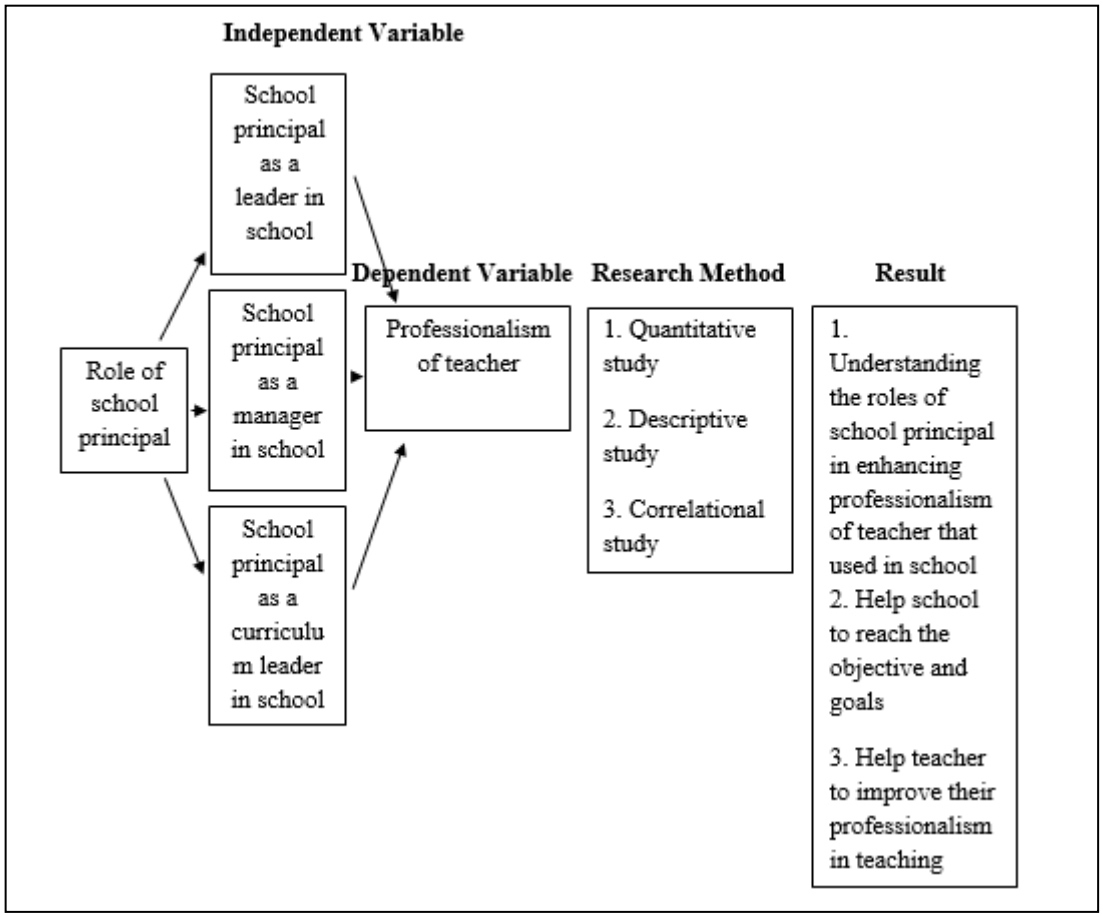


Figure 1.5 The Research Framework of the Dissertation

The independent variable in this study is School Principal as leader, as Manager and as a curriculum leader in school whereas the dependent variable is professionalism of teacher.

The method of this study is a combination of the quantitative study, descriptive study and correlational study. The expected outcomes of this study are:

1. Understands the roles of the School Principal in enhancing professionalism of teachers in the school.
2. Facilitates the school to reach its goals and objectives.
3. Helps teachers to improve their professionalism in teaching.

1.5 THE OBJECTIVES OF THE STUDY

Basically there are three objectives of the study namely:

1. To determine the most influential dimensions of school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)
2. To identify the school teacher's perceptions towards the role school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)
3. To investigate the relationship between the roles of school principal and teachers' professionalism in Sekolah Indonesia Kuala Lumpur (SIKL)

1.6 THE RESEARCH QUESTIONS

Based on the objective above mentioned there are three research questions that guided this study:

1. What are the most influential dimensions school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?
2. What are the school teacher's perceptions towards the role of school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?
3. Is there a significant relationship between the roles of school principal and teachers' professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?

1.7 SIGNIFICANCE OF THE STUDY

The government of Indonesia is very concerned with the enhancement of its educational system from time to time in the aim to achieve its national educational goals. Many efforts had been taken involving all levels of personnel under the Ministry of Education and Culture. Professionalism of teachers is one of the major issues that had been highlighted and need to be improved. Moreover, the awareness on the importance of education to students and the success of future life that education promises increases the expectation on the academic achievements and behavioral development of students (Tanang & Abu, 2014).

School curriculum has to be improved, school administrators have to be trained with relevant administration and management skills, and teachers have to attend crucial courses and workshops to enhance their knowledge and skills in their related specialization. All those efforts are aimed to ensure their professionalism in teaching students in the school will receive the best education, produce good school performances in order to prepare them for good educational as well as career pathways in their future life. Therefore the school principal needs to play the major role in enhancing professional capabilities of teachers to ensure that the students obtain good education in school (Marthina, 2014).

Numerous literatures have verified and discussed regarding the role of the School Principal in enhancing professionalism of teachers however, little information is obtained on the principal roles of the School Principal in terms of teacher professionalism. Thus, this study is focusing on the role of the school principal in improving the professionalism of teachers. The findings of this study are expected to identify the definition of professionalism of teachers by the school principal and also examine the way the school principal improves the professionalism of teachers. On

variables examined in this study. Additionally, there is possibility that findings of the present study contribute to the present literature and theoretical reason on the role of school principal. Consequently, this study will enable the school principal to plan for suitable programs towards teacher professional developments.

In conclusion, the present study may provide some insights the school, principal and teachers, It can be considered as a reference not only for the researchers but also for other people especially teacher, in order to improve their professionalism. Therefore, this study will be done to help the teacher to improve their professionalism in teaching as well as to make the school more effective and also help their students to be.

1.8 DELIMITATION OF STUDY

The coverage of this study is confined to four main variables. They are:

1. The school principal.
2. Role of the school principal in improving the professionalism of teachers.
3. The teachers.
4. Current level of professionalism of teachers. It is conducted to investigate and observe the role of school principal in this school. This result be limited to this school only. Therefore, generalization of the results will depend on the similarity of a school that participating in the study.

1.9 DEFINITION OF OPERATIONAL TERMS

1.9.1 Role

A function or part implemented specifically in a certain action or process. That is an activity group according to what is planned from a certain service.

1.9.2 School Principal

School principal is defined as the primary leader in a school complex. He is the person who is responsible for the success or failure of the school. He is sometimes referred to as the head teacher.

1.9.3 Role of School Principal

As an educational leader the school principal is responsible for creating, nurturing, and maintaining a healthy and productive learning environment in the school. Additionally, he should improve the quality and professionalism of teachers under his charge. School principals have the capacity to influence the structure, culture and mission of the school (Lunenburg, 2010), and according to (Abidin, 2015) the school principal should lead by example, positive, enthusiastic, keep tabs with the day to day activities of the school, listen to his subordinates including teachers, staff, parents, students, and community members.

Furthermore, good leader stay calm in difficult situations, thinks before they act, and puts the needs of the school before themselves, an effective leader steps up to fill in holes as needed, even if it isn't part of their daily routine. (Abidin, 2015). In short the overall school's performance reflects the school principal's caliber or competency.

1.9.4 Teacher

According to the Indonesian law No 14. 2005 teachers are defined as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on their early childhood education, primary education and secondary education. Moreover, the teacher's role is very important in not only transferring knowledge to students, they are also expected to show good examples to their students (Academy, 2012).

1.9.5 Professionalism

Profession is synonymous with occupation; it refers to specialized work by which one gains a living (Fallis, 2013). The kind of work that professionals do "is esoteric, complex and discretionary in character and it requires theoretical knowledge, skill and judgment that ordinary people do not possess, may not wholly comprehend, and cannot readily evaluate" (Council, 2009).

1.10 SUMMARY

In this chapter, the researcher has discussed the background of the study, statement of the problem, and purpose of the study. The researcher has also discussed the research questions and several hypotheses that will be addressed in the next chapter as well as the significance of the study. Is also highlighted in this study introductory chapter. However, this study acknowledge that there are certain limitations of the study especially in terms of its applicability.

In conclusion, the present study has provided some insights of the school, the school principal and the teachers. They form as the three main groups of dependent variables of this study. The aim is to improve the student performances via the school

principal and the teachers. Both the school principal and the teachers are expected to perform their duties professionally and that improvements are constantly sought after. This is why the role of the school principal in enhancing teacher professionalism is very crucial and that leads to this research. Therefore, this research is conducted primarily to investigate and observe the role of the school principal in the Sekolah Indonesia Kuala Lumpur (SIKL) School via its teacher assessments of him. The results may be true to this school only. Hence, generalization of the results is not applicable to other Indonesian schools in other regions of the world where they are found.

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CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews previous researches and theories that are related to school teachers' perceived role of their school principals in enhancing professionalism of teachers in schools. It begins with definitions of role, followed by school principal, emergence of the school principal-ship, the roles of school principals, the role of school principals as leaders in schools, the role of school principals as leaders according to the Islamic perspective, leader characteristics in Islamic perspective, the role of school principals as managers in schools, management in Islamic perspective, the role of school principals as instructional leaders in schools, professionalism, and lastly the characteristics of a professional teacher.

All these traits and qualities will be reflected and expected of the school principal and Sekolah Indonesia Kuala Lumpur (SIKL), especially in the three areas i.e. the school principal as the leader, the manager and instructional curriculum leader. School principal should possess in order for him to enhance professionalism on all the teachers under him in the school.

2.2 ROLE

Definition of role is the position or purpose that someone or something has in a situation, organization, society or relationship (Cambridge Dictionary). According to (Merriam Webster) role is a socially expected behavior pattern usually determined by an individual's status in a particular society.

The terms role has been defined by scholars. As stated by (Shapiro, Haseltine & Rowe, 1978) the one who has behaviors, personal styles and specific characteristics are imitated by others. A role could be symbolic unity, an inspirational or motivational individual, learn from someone and models desired behaviors (Lockwood & Kunda, 1997). In the same way (Gibson, 2004) a role models as a cognitive construction according to the attributes of people in social roles an individual perceives to be similar to himself or herself to some extent and wishes to increase perceived similarity by imitating those attributes.

Based on the definition above. Hence, role is the behavior expected of those based in the community or institution. In this case, the principal should perform its role in accordance with its rights and obligations.

2.3 SCHOOL PRINCIPAL

A word of school principal consist two keywords is school and principal. School is an institution or organization, while principal is a head or leader in an institution or organization. It can simply be defined that school principal is a functional staff teacher who is assigned to lead an institution where there is a learning process.

According to (Morrissey, 2000) a school principal played the most important role in transforming a school community by providing conditions and resources to develop the efforts of teachers, students and staff in their everlasting learning. Also, a principal's willingness to share decision making with teachers and to consider them as participative leaders in school improvement efforts is crucial. Moreover, (Morrissey, 2000) said that a school principal was closely linked to the progress of school structures for teachers to implement systems in a school community.

In Morrissey's study, the school principal makes sure the school vision always alive and the limelight of attention by announcing the vision statement each morning before class. The principal involved the vision to guide the school community in making decisions about the on-going formation of students learning and the improvement of the school. Moreover, the principal also enabled teachers to become involved in leadership roles to design new programs and activities. To control the whole school community, the principal often interacted with teachers, students in the hallways, praised them, and visited classrooms. Besides that, the principal gave support and encouragement to foster partnerships with other organizations and institutions so that the school community had an opportunity to improve its professionalism. Eventually, the principal promoted and enhanced communication "through written and oral daily announcements, school newsletters, and postings on bulletin boards" (Morrissey, 2000).

(McCreight & Salinas, 2012) Stated that school principal most essential factor impacting the accomplishment or failure of schools. "School principal should take responsibility roles of leader, facilitator, team builder, visionary, communicator, advocate, and moral agent. The person supposed to be knowledgeable about crisis management, community affairs, and social services (pp. 14-15)". On the other hand, according to (Everard, Morris & Wilson, 2012) School improvement in their project of research depended on the collaborating of school principal with teachers and staff to reach shared values and vision by authentically adjusting the values and vision to the school program of study. The school principal evaluates with a view to improving the program of the study and student's achievements.

Besides, they also said that school principal role's was to offer and administrative plan of action, to be dependable, to create a climate of respect, to have

the ability to set clear objectives, to internalize and realize objective, to expose flexibility, and to take on initiatives. In addition, the school principal revealed the confidence, managed the school finances efficiently, counseled students and enforced discipline, had the ability to influence the members of school community and to guide to the positive results, expanded a collection of flourishing information, and work together with students, parents, other schools personnel, and people in other institutions.

The control and of school principal is very crucial thing in influencing school's teaching and instructional quality, including attracting, choosing, keeping of outstanding teachers to work with all the community of school for establishing a mutual mission, instructional vision and also goals. There two assumptions form of the basis work of school principal teaching and learning are the school's fundamental mission and also their improvement is never complete (Duke & Leithwood, 1994). The modern school principal have to work as a leader for enhanced student learning experience.

The finding of research emphasized on the role of school principal in improving school (Brookover & Lezotte, 1977; Edmonds, 1979; Sergiovani, 2001) stated that school principal had a greater impact on transforming school than any other element (Egley & Jones, 2005) indicated that many researchers documented school principals apply incredible intervention in transforming schools.

In conclusion, the role of school principal as transformational leader, manager and administrator is all-round and versatile. In other words, the principal-ship needs a person who is blessed with many skills and carries out numerous roles, including teacher supervision, parent educator, disciplinarian, enforcer, of district rules and obligation, negotiator, and facilitator of change. As manager, he or she should has the

skills or talents to efficiently manage the daily workings of the school and staff. Additionally, a school principal must guide and focus on the school community's attention on goal achievement through the process of change, the role of school principal is very essential, has greatest influence and ultimate responsibility in shaping goals in school.

2.4 DEVELOPMENT OF THE SCHOOL PRINCIPALSHIP

The role of school principal such as manager of school, instructional leader and transformational leader is already developed since the early to mid-1800s (Balcerek, 1999) it continues into the 1960s, the school principal the one burdened to implement the programs handed down from higher levels. For example, as the state and federal governments, programs included the federal entitlement programs identified in the Elementary and Secondary Education Act of 1965, the individuals with disabilities Education Act of 1975 and several curricular programs, most particularly those concentrating on mathematics and science (Balcerek, 1999). While the late 1970s and early '80s established the school principal's role moving to that of instructional leader. Checking and seeing are the teachers were teaching and students were learning, school principal should monitor both teachers and students and that kind of school principal as instructional leader in school.

Besides, for ensuring the success of all students the school principal must be involved in curricular matters (Geocaris, 2004; Lashway, 2003). During that time the school principal started misrepresenting multiples roles such as managers and instructional leaders (Balcerek, 1999). Meanwhile those role be continued, researchers want to examine the role of school principal in leading of effective schools as a result of the 1983 publication of "A Nation at Risk: the imperative for school reform"

(Balcerek, 1999). Eventually, during 1980s that school principal was identified as the key to success (Geocaris, 2004) with an emphasis placed on accountability and student achievement, the school principal of the 1990s became one projected for promoting the school vision, provide suitable staff development, manage as well as lead, foster shared decision making, encourage communication, collaboration and collegiality, and solve problems with a vital focus on student achievement (Balcerek, 1999; Geocaris, 2004).

The school principal today continues to manage and lead. As stated by Lashway (2003:2) regarding addition to traditional managerial duties, today's school principal should serve himself as leader for student learning, know their academic content and pedagogical techniques, work with their teachers to strengthen skills, collect, analyze and use data in ways that fuel excellence, rally students, teachers, local health and family service agencies, youth development groups, local business and other community residents and partners around the common goal of raising student performance, have the leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies, while facing the multiple roles and responsibilities in today's school.

2.5 THE ROLE'S OF SCHOOL PRINCIPAL

The school principal is the person has an important position in school building, he is as a leader of professional group, certified teachers, and being coordinator of a cadre of classified personal and also the relationships between teachers, staff should be established (Drake, 1992). As stated by (Mario, 1986) setting the goal, maintains discipline, observe classroom frequently and giving incentive for learning those things

are called successful school due to the role of school principal. In specific terms (Arikewuyo, 1990) pointed the functions of school principal as below:

1. Providing leadership for curriculum development.
2. Providing leadership for instruction improvement.
3. Creating an environment conducive for the realization of human potentials.
4. Influencing the behavior of staff members.
5. Supervising instructional activities in the school system.

All those functions however, portent a wide range of demands and challenges for the school principal, the role of school principal is very significant in school reform effort. Further research indicated that the school could serve its students is because the school principal had a clear the vision, had aligned resources and priorities the vision, being engaged other key players within or outside the school, for succeeding the goals that already embedded in the vision.

Many researches regarding on roles and responsibilities exercised by school leaders has been conducted on the past, which is was found that some approach examined the depth of roles through meta analytic strategies (Marzano, Water & McNulty, 2005; Knapp, Copland & Talbert, 2003), while others (Portin, Schneider, DeArmond & Gundlach, 2003) they have examined about roles and responsibilities that exercised by the school principal through a range of school types, they have also identified regarding detailed categories of leadership roles and responsibilities. For instance, as capacities for initiating and sustaining change (Heller & Firestone, 1995).

Many findings that explained by attempts to synthesize it (Hallinger & Heck, 1998; Leithwood & Riehl, 2003) they research how the relation between what leaders do and how students learn that conducted shows the accumulating studies. Moreover,

have explored toward a range of leadership effect on measures of student learning or other aspects of students' school experience, suchlike the engagement in academic work (Leithwood, Jantzi & Steinbach, 2000).

To conclude, based on the numerous researches stated that have a significant roles of school principal in school also there is impact to the school orpanizations effectiveness and eficiency rather broadly. To approach that the gap this study the researcher would like to clasify three major of catergories for the roles of school principal based on (Leithwood, 1999; Valentine & Bowman, 1988) as leader, manager and instructional curriculum leader in school at Sekolah Indonesia Kuala Lumpur (SIKL).

2.6 THE ROLE OF SCHOOL PRINCIPAL AS LEADER

In this global competitive environment, effective leadership style is necessary to make the institution or school possible to achieve organizational goals and targets, leadership styles certainly effects on performance the staff or member of organization. Specifically for school principal in school, he determined to have the style of leaderships to run the school be more successful.

Leadership is a social process which is seeking the unpaid participation to the subordinates to achieve the goals (Omolayo, 2007). Leadership is a responsibility intended to achieve a certain ends by using the existing resource (human and material) and confirming a cohesive and coherent organization in the process (Ololube, 2013). Leadership is the phenomena on earth that probably one of the most observed now (Abbasialiya, 2010). According to (Naylor, 1999) leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change, those all effective leadership that result of the

hearth. As figure below. A leader can be defined the one who delegates or affecting others to performance a specific objectives (Mullins, 2004). In addition, Leaders are very vital element in improving the effectiveness in an organization, a leader the one who creates vision and build a sense of commitment amongst staff, student, and parents as well (Peterson, 2002).

School principal leadership style constantly influence school efficiency and effectiveness. Moreover, the effectiveness of school principal directly school efficency and students achievement (Harris et al., 2003). When school principals are able to create work communities that are supportive and stimulating, student-oriented, facilitate feelings of community, and foster their feelings of efficacy the teachers' feel more committed to their tasks. However, many teachers leave their teaching profession when school principal did his leadership with poor and inefficien and also less administrative support (Fiore, 2004).

The school principal has an important role in school. In order to reach their common goals together school principal has to work in a good teamwork with teachers and also stakeholders, to avoid any contradictive issues that can lead the disagreement of the organization they should understand each other. Furthermore, the school principal like a symbol of the mutual cooperation among teachers and stakeholders, the aspiration for developing school program must be accommodated by school principal. Also school principal have to act confidently yet emphatically in order to address some negative issue at school.

School principal leader must be able to influence the followers in achieving the goals, he/ she should be able also to encourage the superiors and peers in making important decisions (Bal et al., 2008). The school principal should learn how to deal with eight different groups of people, like the eight oarsmen, and have them row in a

unified, cohesive effort: (i) the superintendent and central administration, (ii) the school board, (iii) peers, (iv) parents, (v) community residents/taxpayers, (vi) teachers, (vii) students, and (viii) external entities such as professor, consultants, accrediting groups, and state education group (Lunenburg & Ornstein, 2008).

School principal leadership has very important and essential person to ensure the quality of school organization and on student's outcome as well. This is applicable with the meaning of leadership since leadership is all about organizational advancement. Especially it is all about how to organize the school to achieve shared goals. While the goal of school principal leadership is make the school became improved and even able to compete among others. Definitely school principal leadership is a crucial part for effectiveness school to prepare the students achieve their future success (Leithwood et al., 2006). Effective school principal leadership is fundamental in creating and sustaining connections between new educational ideas and teachers' organizational commitment and ideological frameworks (Bennis & Townsend, 2005) in all educational institutions, to enhance teacher commitment leadership style is big factor in influencing it (Bennis & Nanus, 2003; Lambert, 2002).

School principal remains the central source of leadership influence in school, there are five key responsibilities that suggested by Wallace's work since 2000 (Foundation, 2014) (i) Shaping a vision of academic success for all students (ii) Creating a climate hospitable to education in order to safety, a cooperative spirit and other foundations of fruitful interaction prevail (iii) Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision (iv) Improving instruction to enable teachers to teach at their best and student to learn to their utmost (v) Managing people, data and processes to foster school improvement.

2.6.1 The role of School Principal as a Leader in Islamic Perspective

The meaning of leadership in Islam several words in Arabic are used to indicate a leader in Islam such as an "*Amīr*" translated as a prince, this word derived from verb "*Amara*" means that commanded or ordered. A commander or a leader is called Amir. Means this leader include leader of teams, groups, associations, societies, provinces, or countries (Taymiyyah, 1300). Secondly, the term to define a leader is the word "*Khalifa*", this word derived from the verb "*Khalafa*" which means that succeeded or guardian. Therefore, the word "*Khalifa*" means that successor or vicegerent. Moreover, remember when God Allah dialogue to angels about the creation of Adam, God says to the angels "I will establish a vicegerent (*khalifah*) on earth" (2:30). That indicates that human are created to be leader on earth. Thirdly, the word "*Imām*" It derives from the verb "*amma*" which literally means faced towards. This word can be defined leading people in prayers. The word "*Imām*" as a religious connotations, meanwhile *khalifah* and *amīr* not necessarily be religious leaders. The word Imam implies providing guidance to people, while *Amīr* and *Khalifa* denote command and governance.

To start with, Muslims base their behavior as leader and/or as follower upon the word of God as revealed in their holy book, the Qur'an. They believe that the Prophet of Islam, Muhammad (S.A.W), has modeled the way for Muslim leaders and followers for all times. This belief is supported when God says the following about Muhammad (S.A.W): "And you stand an exalted standard of character" (Ali. A.Y. 1989, 68:4.), Muhammad's (S.A.W) example, then, is what both Muslim leaders and followers seek to emulate. According to the Prophet Muhammad (S.A.W), leadership in Islam is not reserved for small elite. Rather, depending upon the situation, every person is the "shepherd" of a flock, and occupies a position of leadership (Sahih

Bukhari: Abdallah Ibn Umar, hadith 3.733). Muhammad (S.A.W) is reported to have said: Each of you is a guardian, and each of you will be asked about his subjects (Sahih Bukhari, hadith 3.733).

In most situations in life, Muslims are advised to appoint a leader and follow him. Based on to the Prophet Muhammad (S.A.W), Muslims must assign a leader during a trip, select a leader to lead the prayer, and choose a leader for other group activities. Leadership, then, can be depicted as a process by which the leader seeks the voluntary participation of followers in an effort to reach certain objectives. This definition suggests that leadership is essentially a process whereby the leader guides willing followers. At all times, a leader must remember that he cannot force others to do things against their will, rather they must try and inspire and motivate them to do things.

In line with Islamic perspective, the two primary roles of a leader are those of servant leader and guardian leader. First, the leader is the servant of his followers (*sayyid al qawn khadimuhum*) (Kasule, Sr, Omar H. 1998, 3). He is to seek their welfare and guide them towards good. The idea of a leader as a servant has been part of Islam since its beginning, and has only recently been developed by Robert Greenleaf. The Prophet Muhammad (S.A.W) has emphasized a second major role of the Muslim leader: to protect his community against tyranny and oppression, to encourage God-consciousness and taqwa, and to promote justice. A commander (of the Muslims) is a shield for them (Sahih Muslim: Abu Hurairah, hadith no. 4542).

There are basic principles of leadership in Islamic perspective (i) Mutual consultation (*Shura*): Islam orders leader to discuss among others when willing to decide a decisions in this respect the Qur'an declares "and those who answer the call of their lord and establish player, and who conduct their affair by mutual consultation

and spend out of what we bestow on them for sustenance" (*Ash–shura*: 38). (ii) Justice: Justice is which each Muslim should have in their manner whether he is a leader or a follower "O you who believe! Stand out firmly for God as witnesses to fair dealing and let not the hatred of others to you make you swerve to wrong and depart from justice" (Qur'an, 5:8). (iii) Freedom of thought: An Islamic leader expected to give a good environment for a free thought and ideas even from his team members and subordinates and also they advised to give the suggestions sincerely when it needed. This Islamic principle on leadership the Qur'an declares: "Let there be no compulsion in religion" (Qur'an, 2:256).

(iv) Trust: this concept of trust emphasize on the idea of responsibility towards organizational stakeholders "O you that believe! Betray not the trust of God and the apostle nor misappropriate knowingly things entrusted to you" (Qur'an, 8:27). (v) Righteous: Righteous behavior is described as follows: "It is righteousness to believe in God and the Last Day and the Angels and the Book and the Messengers; to spend of your substance out of love for Him for your kin, for orphans, for the needy, for the wayfarer, for those who ask to be steadfast in prayer and practice regular charity to fulfill the contracts which you have made, and to be firm and patient in pain (or suffering) and adversity" (Qur'an, 2:177).

(vi) Struggle within Oneself towards Self-Improvement: This concept is portrayed very accurately by the Qur'an (Qur'an, 22:77-78). The Prophet Muhammad (S.A.W) stressed the importance of this inner striving to improve oneself: God's Messenger (S.A.W) said, "The believers in the world are in three classes: those who believe in God and His Messenger and do not doubt, but strive with their property and their persons in God's cause; the man whom people trust with their property and their persons; and the man who, when he is about to display greed,

abandons it for the sake of God, Who is Great and Glorious" (Islamic scholar software: Mishkat Al-Masabih.1996). (vii) Promise Keeping: All Muslims whether leaders or followers are advised to keep their promises. They also cannot make promises that are un-Islamic in nature. "O you who believe! Fulfill (all) obligations" (Qur'an, 5:1).

Islamic leadership which appeared already at the time Prophet Muhammad (S.A.W) had developed increasingly in Arabian island. The first place of leadership was in Mecca which is place in the holy mosque (*ka'ba*) was built before the prophecy by apostle Ibrahim and his son Ismail (P.B.U.T). Headquarter of the leadership was removed to Medina after few years. The purpose of moving to Medina had two objectives the number of believers drastically increase at the time and for the spreading the religion. After years the prophet and Islamic followers had returned again to Mecca in tens of thousands in number and seized the holly place without resistance.

According to the Qur'an and Sunnah, leadership was the great system in governing the world, due to base of the principles such as justice, equality, trust, competence, consultation (*shūra*), righteousness and so forth. Islam has managed all the human life from any aspects of life.

2.6.2 Leader Characteristics in Islamic Perspective

To begin with, the characteristics of leader in Islam influence his/her performance. So, according to Al-Mawardi, 1996 as cited in Al-Merdawi, 1983, 1983 there are six characteristics that are very important for an effective leader such as righteousness, knowledge, sagacity, and courage (Al-Merdawi, 1983, 79-80). Moreover, (Ibn Taymiyyah, 1300) said that leader just must to have two principles are ability and

integrity. Abilitiy means that is necessary thing to execute the job, while the integrity means that to exhibit righteouness.

(Ibn Khaldoon, 1377) stated that leader should have knowledge, righteousness, effectiveness and sound health. Meanwhile (Al-Tartouchi, 2005) says that leader must treat the followers good, frequet to consult (shuraa) in deciding decisions (Malik, 1997) and for the one who is seeking power or position the leader do not appoint him. Furthermore, (Altalib, 1992) emphasize on obedience God, understanding of global Islamic goals, obey to the Islamic law and manners and fulfillment of the trust. (Hawwa, 1988) the leader should have knowledge, courage, chasity, generosity, leniency, disimpetuousness, truthfulness, firmness, intelligence, modesty, planning and consideration.

One can easily draw parallels between the characters suggested for Muslim leaders and the five behaviors that (Dubrin, 2007) suggests are necessary for an ethical leader.(i) Honesty, trustworthiness, and integrity: means that a person who has integrity, honest and worth he is a person commit with his/her promises, can be trusted by people, keeping his/her promises, truthfully in speaking "God commands you to return the things entrusted to you to their rightful owners, and if you judge between people, to do so with justice" (Abdel-Haleem, 2004, 4:58). (ii) Fairness: God commands justice (Abdel-Haleem, 2005, 16:90). (iii) Building a community: "Be a community that calls for what is good , urges what is right, and forbids what is wrong: those who this are the successful ones" (Abdel-Haleem, 2005 3:104). (iv) Respect the individual: according to Al-Qur'an and Sunnah all the people are equal. Qur'an said "People, We created you all from a single man and a single woman, and made you into races and tribes so that you get to know one another" [49:13]. (v) Working

silence: when Muslim devote all his deeds just to God. Al-Qur'an states that God does not like those who show off (Abdel Haleem, 2005, 4:38).

2.7 THE ROLE OF SCHOOL PRINCIPAL AS MANAGER IN SCHOOL

School principal is a school leader in school, he/she competent to influence student achievement, ensure professionalism of teachers and number of ways of his role toward teachers or student. Moreover, school principal is the most main factor affecting the success or failure school, the school principal ought to assume himself as leader, facilitator, team builder, visionary, communicator, manager, instructional leader and moral agent, this person should be knowledgeable about crisis management, community affairs, and social services toward his all members in school. A review of the literature on school principal as manager in school (Margaret, 1992) shows that the role of school principal as manager in school is really important.

The effective of school principal give support to teachers when deal about disciplinary issues that arise in the classroom. This kind of management indicates his control toward the school, school principal attention to disciplinary concerns wherever they may occur helps to minimize their occurrence and result in the structured learning and environment that is a characteristic of a successful school. Involvement in staff selection is yet another way of school principal support a well-run school (Brewer, 1993).

School principal plays an important role on development of education program in school, it is compulsory to prepare school principal with knowledge and skills for interacting multiple changes and difficult task while managing human being. Schools are mirror of the life and birthplace of human resource so leaders of the schools should be familiar with management skills and leadership style.

A review of the literature on school management characteristics of effective school principal (Farah, 2013) school principal is the leader and manager in school, the nine characteristics of effective school principal comprises (i) Plan school activities and provides guidelines, school principal should manage the school well, a manager uses his function to achieve educational organization goals and objective. (ii) Respect the wishes of the school population, replies their requirement and listens; means that how the school principal as manager respond and listens all the enquiries all of members of school such as teachers, students, parents and other staff of the school. (iii) Indicates and commands school population and never dictates others, a good leader is not force hard to their members of school yet give them mentoring and advices, school principal plays a big role in improving a professional community of teachers who guide one another in improving instruction (Foundation, 2014).

(iv) Network to the school population and makes timely contacts; means that effective school principal has networking skills and able to make early contact to the population. Besides that, school principal should be active not passive as well always be aware what happen in school. (v) Consult with school population and conduct constructive changes; means that school principal accept to be criticized by school members as well accept their correction and good ideas (vi) Instruct school population and accepts new ideas, effective school principal educate members of school and accepts their ideas in order to enable members of school achieve their objectives.

(vii) Participates in school activities and encourage teamwork; when school principal joining and participating in school activities indirectly he/she encourage members of school to be in teamwork. (viii) Attract school population and motivates them to learn and teach hard; the effective school principal is appreciating and even rewarding for those who perform his/her tasks good (ix) Lead school population to the

right direction and learn from them; School principal is the manager of school programs, and interact directly with other stakeholders of school (Marcus D. Ingle, 2009).

Nine items measure the manner in which a school principal organizes task and personnel for the effective day by day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school (Valentine & Bowman, 1988) are:

1. The school principal keeps teachers informed about those aspects of the school program of which they should be aware.
2. When the school principal provides teachers with the information about school operations, the information is clear and easily understood.
3. When teachers are informed of administrative decisions, they are aware of what school principal expects of them as it relates to the decision.
4. The school principal is able to organize activities, tasks and people.
5. The school principal develops appropriates rules and procedures.
6. The school principal uses systematic procedures for staff appraisal, e.g. retention, dismissal or promotion procedures.
7. The school principal establishes the overall tone for discipline in the school.

A review from the literature that support the suitability of the interactive process factor from the audit of effectiveness school principal by (Valentine & Bowman, 1988) that review as measure of the school principal in managering behaviour. How the school principal communicates with the staff, which is referenced in three of the items, that a component of school principal managerial leadership.

2.7.1 Management in Islamic Perspective

In Islamic view all things should be done nicely, properly. Undoubtedly, Islam is the guide for all human being in the world, Allah says in Qur'an to prophet Muhammad (S.A.W) I have perfected your religion for you, completed My favor upon you, and have chosen for you Islam as your religion (Surah *Al-Maidah*). Muhammad (S.A.W) says "Every one of you is a shepherd and every one of you is responsible for what he is shepherd of" (Sahih Al Bukhari). Islam as a complete code of life has a set of principles, guidelines for managers to lead the human resources in an organization.

Moreover, the principles of Islamic management has been around since the days of Prophet Muhammad (S.A.W), our prophet had laid down the foundation of an Islamic society. According to (Zaman, Afridi & Saleem, 2013); (i) *Taqwa* (Fear of Al-Mighty Allah) At the time a person filled himself feeling fear to Allah he will hold from doing evil dan will do dood deeds. those are the characteristics which shapes the manner of an individual, manager or subordinate, by that they will perform their responsibilities and duties properly. (ii) *Ihsan* (Forgiveness) The word of Ihsan uses in many contexts such as forgiveness, amelioration, completeness of faith and so on, those are some of the meanings Ihsan, even though, it is a way of approaching to Allah to achieve his mercy and blessing (Budhwar & Debrah, 2001). (iii) *Adl* (Justice) (Wilson, 2006) stated that justice is the quality of each person and must develop regardless of gender and level of job opportunities either manager or subordinate.

Furthermore, Al-Qur'an said about justice "O you who believe stand out firmly for God as witnesses to fair dealing and let not the hatred of others to you swerve to wrong and depart from justice" (Chapter-5, verse-8). (iv) Trust is expensive value in social relationship among people, meanwhile each of human being responsible for his actions and deeds. Quran said "O you that believe! Betray not the Trust of God and

the Apostle nor misappropriate knowingly things entrusted You", (Chapter-8, Verse-27). (v) *Sidq* (Truthfulness) *Sidq* means sayings and actions what is right and at the best of someone's knowledge. Lie to cheat someone is strictly forbidden in Islam. The Holy Quran on many occasions abhors lying. Managers, leaders, owners and subordinates should be truthful and not be guided by his/her personal will or feelings. They should perform their duties with honesty and trustworthiness. The center of effective management is honesty and trustworthiness. By trust resources cannot be misused, hence, everyone would perform his/ her job with responsibility. (vi) Ikhlas Sincerity and keeping promise are the important principles of Islamic management. One should fulfill his or her moral obligations with sincerity and should keep the promises. The Holy Quran states, "O you who believe! Fulfill (all) obligations". (vii) *Shura* is an importance of Islamic principles in management, A Muslim leader must work together with team. He or she should accomplish their tasks, responsibilities and duties through consultation. The Holy Quran stated "Their matters are settled through *shura* among them" (Chapter 42, Verse 38).

All problems in every aspects of human life should be finished through consultation because shura is very essential concept in Islamic management. To conclude that Islamic principles management derived from the Holy Quran and the Sunnah, those principles are not only guide human life also shapes the behaviors of individuals spiritually and morally.

2.8 THE ROLE OF SCHOOL PRINCIPAL AS CURRICULUM LEADER IN SCHOOL

Interestingly, one of the most crucial task for school principal as instructional leader in school. The school principal as instructional leader should be strong in his leadership

for a school to be successful, there are many programs and trainings for school principal in developing school to be success. The development trainings and programs are designed to build the characters of instructional leadership as a strategy to increase students' performances. Furthermore, school principal as instructional leader always give the highest priority to increase instruction as well as making an attempt to realize the vision.

School principal as instructional leader is an important principle for the dynamic establishment of broader school leadership. This concept is determined by understanding the educational leaders who highly contribute on improving the students' learning outcome (Sofo, Fitzgerald & Fitzgerald, 2012). As instructional leader in school he should have richest knowledge about curriculum, standard and assessment, instructional practice and planning, condition that contribute to higher expectations and culture of student engagement, also know how to manage the school to be improved in learning and support teachers with continuous chances for growth and development.

As stated by (Findley & Findley, 1992) if a school becomes a success it because the instructional leadership of school principal in school. Because school principal has tried to do best in managing school, manage curriculum and instruction, tried to establish and implement school goals as well as facilitate teachers and staff.

An effective instructional leader in school, school principal required to be knowledgeable such as in teaching, curriculum and more involved in their school's instructional practices than they had been in the past. According to Josep Murphy has developed six curriculum and instructional roles for the school principal (Lunenburg & Ornstein, 2008).

1. Promoting quality instruction. Ensuring consistency and coordinating of instructional programs and defining recommended methods of instruction.
2. Supervising and evaluating instruction. Make sure that school objectives are transformed into practice at the classroom level and monitoring classroom instruction through numerous classroom observation.
3. Allocating and protecting time. Providing teachers with uninterrupted blocks of instructional time and ensuring that basic skills and academic subject are taught.

Coordinating the curriculum. Translating curriculum knowledge into meaningful curriculum programs, matching instructional obejectives with curriculum materials and standardized test as well as ensuring curriculum contiunity vertically and across grade levels.

1. Promoting content coverage. Making sure that content of specific courses is covered in class and extended outside of class developing and enforcing homework policies.
2. Monitoring student progress. Using both criterion and standardized references test to diagnose student problems and evaluate their progress, also using test results to modify school goals.

In conclusion, school principal as instructional leader in school is an important element, so school principal should perform his role in school effectively.

2.9 PROFESSIONALISM

Profession is socially constructed and contested concept, meaning that different things to different people at various times, profession was vocational group with some special skill, that is an abstract skill, one that comprehensive training, and it was not

applied in merely habitual fashion but need turned application case by case (Abbot, 1988) according to (Sockett, 1985) a profession is a work with an important social purpose, supposed to have a high standard level of skill and coming up a systematic body of knowledge. Its implementers are autonomous in the sense that they principals rather than simply agent for others in the ways they act, and they are merged both by a wonderful of service and the prospect of precise status goals, he mentioned again that a profession should have a certain voice in pertinent public policy making and it would have exceptional code of ethics concentrating on the interests of its clients. “Such features will be approved in the prestige a profession has and find practical embodiment in appropriate levels of remuneration”.

Furthermore. (Bond, 1996) Defined professionalism with reference to factors such as social acceptable practices and skills, autonomy, monopoly of special kinds of knowledge and flexibility in practices. Professionalism also involves the socialization of practitioners through career development and changes in social expectation. Meanwhile (Margolis, 1998) said that issues of autonomy and socialization are addressed in, attention is also given to the development of the professional self within a moral frame of responsibility, care and partnership.

Moreover, according to (Hoyle, 1980), professionalization has two components i.e. professionalism and professionality. By terms professionalism and professionality he related to the development of status the term professionalization refers to the process whereby an occupation increasingly meets the standard connected to a profession, a body of knowledge, exclusiveness, lengthy training, practitioner autonomy, a code of ethics and professional development for the process whereby practitioners improve their competences. As said also by (Sachs, 2003) it is important that whatever meaning of professionalism is circulating, its meaning is produced and

possessed by teacher themselves in order that if should have currency among teachers and be useful in improving their public image and social importance.

Theodore Caplow (quoted in A.Abbott, 1988) described the process of professionalization in the following way:

> "Professions begin with the establishment of professional associations that have explicit membership rules to exclude the unqualified. Second, they change their names, in order to lose their past, to assert their monopoly, and most importantly, to give themselves a level capable of legislative restriction. Third, they set up a code of ethics to assert their social utility, to further regulate the incompetent, and to reduce internal competition. Fourth, they agitate politically to obtain legal recognition, aiming at first to limit the professional title and later to criminalize unlicensed work in their jurisdiction. (p.22)".

On the other hand, Kocka (Conze & Kocka, 1985 also quoted in Burrage et al., 1990) provided more working definition of profession from sociological point of view. His suggestion is as follows:

> "Profession means a largerly non manual, full time occupation whose practices presupposes specialized, systematic and scholarly training, access depends upon passing certain examinations which entitle to titles and diplomas, thereby sanctioning its role in the division of labor, profession tend to demand a monopoly of services as as freedom from control by others, such as laymen, the state etc, based upon competences, professional ethics and the special importance of their work for society and common weal, the professions claim specific material rewards and higher social prestige. (p.24)".

Kocka's above mentioned definition of profession distinguishes between the characteristics that describe professional occupations and the demands and claims that they make and provides clear criteria of profession that can be operationalized and measured.

2.9.1 Definition of Professionalism of Teacher in Indonesian Perspective

The term of professionalism comes from profession. In English dictionary Indonesia, profession means jobs (Echols & Shadili, 1996). Arifin in the book Kapita Selekta said that education proposed the profession has a similar meaning with word

occupation or job that requires of expertise acquired through education and special training (Arifin, 1995) According to (Kunandar, 2007) professionalism comes from a word meaning profession field of work you want or will be occupied by someone. Meanwhile definition of professionalism of teacher according to him specialized expertise and authority in the field of education, teaching, and training in fulfilling the needs of life.

As stated by (Mulyasa, 2008) a professional teacher should have some competences such are:

1. Pedagogic Competence

In the National Education Standards, the elucidation of Article 28 paragraph (3) point A, stated that pedagogical competence is the ability to manage education of students that includes the understanding of the students, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize their potentiality.

2. Personality Competence

In the National Education Standards, the elucidation of Article 28 paragraph (3) point B, stated that the definition of personal competence is the ability of a strong personality, stable, mature, wise and authoritative and become role models for students.

3. Professional Competence

In the National Education Standards, the elucidation of Article 28 paragraph (3) point C, stated that the definition of professional competence is the ability of mastering

learning materials widely and depth that allows guiding learners to meet the standards of competence specified in National Standard Education.

4. Social Competence

In the National Education Standards, the elucidation of Article 28 paragraph (3) point D, noted that the definition of social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, educators, parents / guardians of students and community.

2.9.2 Professionalism in Islamic Perspective

Professionalism in Islam is rooted and based upon the two basic and primary sources of reference in Islam, namely the Quran and the Hadith the religion of Islam prides itself as not only a set of ritualistic instruction but a comprehensive way of life, whose teachings give guidance to man in his multifarious facets of life, both in the spiritual as well as the mundane.

While the spiritual side takes care of man's relationship with his Lord, the everyday mundane deals with his daily interaction with fellow men, and women of course. His daily activities for the sake of survival and in particular his engagement in profession, are thus regulated by and fall within the Islamic tenets. the aim of such regulation is to ensure fair and equitable transactions among parties involved and to prevent injustice and oppression; for the general goals of the Islamic Sariah or al-maqasid al-ammah lis-syariah are guaranteeing the prevalence of interests and benefits of man and society by promoting good or almakruf in such form as equity, justice and fairness and suppressing evil or al-munkar in such form as discrimination, tyranny and oppression.

And [mention, O Muhammad], when your Lord said to the angels, “Indeed, I will a make upon the earth a successive authority”. They said, “Will You place upon it one who causes corruption therein and sheds blood, while we declare your praise and sanctify you?” Allah said, “Indeed, I know that which you do not know” (*Al-Baqarah*, 30). The verse confirms that human beings are creatures of God and social beings. As a creature of god, shall serve him, submissive and obedient, and hold fast to the teachings of Allah, al-Islam. While as social beings that are part of the actualization as a creature of god, they must establish relationship and cooperation honest, trustworthy, which is based on faith and devotion to Allah (S.W.T).

From the condition, man becomes a dynamically developing. Thus, human needs are also growing, the challenge of his life was growing rapidly. So that man's dependence on one another also higher. From here then, was born employment, with jobs that a person can meet their needs and help meet the needs of other people.

Islamic values which may an underlying the development of professionalism, are:

1. Think positively (*Husnuzh zhan*): means that Positive thinking encourages person to perform his duties better. This matter due to the attitude and positive thinking encourages a person to think clearly in the face of every problem.
2. Connect networking (*Silaturrahm*); mean that in Islam silaturrahim part of the signs of faith. But in the professional world, silaturahhim often encountered in the form of the tradition of the lobby.
3. Be discipline and keeping promise: Al-Qur'an confirmed the meaning of a human life in surah al-Asr, which preceded by an oath “By the Time”.

4. Act effectively and efficiently: Acting effective means to plan, work and evaluate an activity with the right target. While efficient is use the facility fairly, not wasteful and meet your goals, also doing something that is necessary and useful. Islam strongly encourages effective and efficient attitude.
5. Giving reward accurately and quickly: This is in accordance with the hadith, which said given wage levels, would lead one worker or employees can meet the needs of themselves and their families properly. While if the postponed wages, an employee will feel lazy because his work is not adequately rewarded.

2.9.3 The Characterictis of Professional Teacher

Teaching is difficult and serious work that needs extremely specified skills and knowledge to control considerably on student learning. Thus it is of crucial importance that teacher has a great influence for their students. Here are the nine list of characteristics of great teacher according to (Orlando, 2013).

1. A great teacher respects students. In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. Kind this teacher creates a welcoming learning environment for all students.
2. A great teacher creates a sense of community and belonging in the classroom. The common deference in this teacher's classroom affords a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is conscious that he or

she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the whole class.

3. A great teacher is warm, accessible, enthusiastic and caring. This kind of person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or worries or even to share a funny story. Great teachers have good listening skills and take time out of their way-too-busy schedules for anyone who needs them.
4. A great teacher sets high expectations for all students. This teacher recognizes that the potentials she/ he has for her/ his students really affect their achievement, he/ she knows that students generally give to teachers as much or as little as is expected of them.
5. A great teacher has his own love of learning Inspires students with his passion for education.
6. A great teacher is a skilled leader. Dissimilar from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher transfers the sense of leadership to students by providing chances for each of them to accept leadership roles.
7. A great teacher can "shift-gears" Flexible when a lesson isn't working. This teacher assesses his teaching all over the lessons and discovers new ways to present material to make sure that every student understands the key concepts.
8. A great teacher collaborates with colleagues on an ongoing basis. Relatively than thinking of herself as weak because she/ he asks for

suggestions or help, this teacher views collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator.

9. A great teacher maintains professionalism in all areas from personal appearance to organizational skills and readiness for each day. Her communication skills are exemplary, whether she is speaking with an administrator, one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

2.10 SUMMARY

All the literature review has tried to describe several studies regarding role of school principal in school, typically the role of school principal as leader, manager, instructional leader as well as professionalism of teacher and how does that roles function in enhancing professionalism of teacher. In order to achieve all those roles, the following chapter will discuss the methodology that has been employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this study is to identify the role of the school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL). Therefore, this chapter discusses the research design, the school population, the sampling technique and the data collection procedures, instruments used, the validity and reliability of the instrument, data analysis procedures and the pilot study.

3.2 THE RESEARCH DESIGN

The research design employs the quantitative and the survey method to obtain data. Questionnaires were distributed to 40 teachers in the school. The researcher used this design because the survey and data collection could be carried out within a short period of time. Furthermore according to (Creswell, 2009; Berger, 2015) this survey method can investigate a problem realistically and at the same time enable the researcher to get a great deal of information and at a reasonable cost.

3.3 POPULATION OF THE STUDY

The target population of this study is all teachers of Sekolah Indonesia Kuala Lumpur (SIKL). Hence, the researcher takes the total population of teachers for session 2016/2017.

3.4 SAMPLING TECHNIQUES AND PROCEDURES

This study uses the purposive sampling procedure to select the sample of population. This is because using this method will need little or minimal cost for this research. This technique choose respondents who are ready, available and agree to participate in the study (Latham, 2007). The purposive sampling is one method under non-probability sampling. The researcher selects respondents from all the teachers Sekolah Indonesia Kuala Lumpur (SIKL) by using the formula developed by Krejcie and Morgan (1970) to determine the needed sample size when target population is known. From the population, the result showed that the minimum sample size required is 40 teachers. Therefore, the sample size adopted for this study is 40 with the error level of 5% and 95% confidence level at 50% of respondent distribution. However, in order to avoid sampling error, the researcher will select 40 teachers to be the respondent of this study.

3.5 INSTRUMENT

The researcher used questionnaires to collect the data for this study. Questionnaires are a widely used and useful instrument for collecting survey information because they provide structured, often numerical data, could be administered without the presence of the researcher, and often the analyses could be compared straightforward (Cohen, Manion & Morrison, 2007). Distributing questionnaires save time and cost and it is easier to get permission to collect the data compared to other types of instruments.

The researcher adapted the questionnaires instrument from the previous research of Leithwood (1999) and Valentine, Bowman (1988). The questionnaires

have been used to examine the relationship between the role of the school principal and professionalism of teachers. This questionnaire has 61 items with 5 Likert-Scale.

Similarly for this study, the Five point Likert-Scale was used to examine the role of the school principal and professionalism of teachers with five different options as follows:

(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree (5) Strongly Agree.

The questionnaire is divided into two sections; Section A and Section B. Section A consisted of 6 (six) questions regarding teachers' demographic features such as gender, academic qualification and teaching experiences. Teachers were required to tick one answer to every question. Section B consists of 10 questions, section C consists of 8 (eight) questions, section D consists of 12 (Twelve) questions, section E consists of 13 (Thirteen) questions.

3.6 VALIDITY OF THE INSTRUMENT

Validity is an important key factor for meaningful research because it can help to recognize whether the report is invalid and worthless (Cohen et al., 2007). The researcher must choose appropriate measurement with specific variables to get the valid data so the findings will be used. For this study, the researcher used the adapted questionnaire method and the supervisor had verified it through face validity. To validate the instrument the supervisor asked the researcher do the pilot test at Sekolah Integrasi Gombak (SBPI).

3.7 RELIABILITY OF THE INSTRUMENT

The Cronbach alpha is normally the most appropriate type of reliability test method for survey research and other questionnaires that involves a range of possible answers

for each item. Data from the pilot study was analysed using the Statistical Packages for Social Sciences (SPSS) Version 22. Cronbach's coefficient alpha (α) is frequently used in the field of educational research for the purpose of determining the reliability of survey item (Horn, 2009). According to De vaus (2002) Cronbach' Alpha with 0.70 and above is the good value of reliability coefficient. Hence this research employs this instrument.

3.8 THE PILOT TEST

Before the real survey at the Sekolah Indonesia Kuala Lumpur (SIKL) was conducted, the researcher conducted a pilot study to ensure its reliability and to firm up questions in the questionnaire. The participants of the pilot study were 50 teachers of Sekolah Integrasi Gombak (SBPI). They comprise of 30 males and 20 females. The researcher asked their opinions regarding the clarity of the questionnaire. Based on the feedback, a minor revision for the survey was done for clarity and relevance purposes.

Cronbach's alpha as a measure of internal consistency was used to see how closely related a set of items are as a group. From the pilot study conducted, the total reliability statistics of the survey was .953. According to George and Mallery (2003) the alpha value of >.9 is considered excellent, alpha value of >.8 is considered good, alpha value of >.7 is considered acceptable, alpha value of >.6 is questionable, alpha value of >.5 is considered poor and alpha value of <.5 is considered unacceptable. The results from the preliminary study indicated a high value for Cronbach's alpha (.953) which means that is has good internal consistency of the items in the scale.

Table 3.1 Studies Elaborates the Reliability Tests Using the Cronbach's Alpha on the Selected Variables as Regards Four Roles of the School Principal

Role of school principal	Number of items	Cronbach's Alpha
1. School principal as leader in school	10	.956
2. School principal as manager in school	8	.897
3. School principal as curriculum leader in school	12	.917
4. Professionalism of teachers in school	13	.867
Total Cronbach' alpha for all items	43	.953

The results show that all the questions scored excellence according to the criteria for the reliability check. This means that the instrument is reliable. Based on the feedback of respondents from the pilot test, the questionnaire format need not be changed then all the items in the questionnaire were used for the real study.

3.9 DATA COLLECTION PROCEDURES

The research followed formal procedures before collecting the data. First of all the researcher sought an approval letter from Kulliyyah of Education (KOED) at the International Islamic University of Malaysia (IIUM). After the researcher got the approval letter, the researcher requested the names of the teachers and staff from the school office. The researcher intended to conduct the purposive sampling method. From all teachers in the Sekolah Indonesia Kuala Lumpur (SIKL) as mentioned above in the sampling techniques and procedures.

Then, after getting the permission letter from Kulliyyah of Education (KOED) Office, the researcher went to the Sekolah Indonesia Kuala Lumpur (SIKL) which is located in Kuala Lumpur, at No. 1 Lorong Tun Ismail. Then, the researcher distributed the questionnaires to the teachers and gave them half an hour's time to fill up all the questions. After completing the questionnaires, the respondents submitted them back to the researcher.

3.10 DATA ANALYSIS PROCEDURES

The researcher used statistical package for the social science (SPSS) version 22 to analyse the data. To answer all the research questions, this study will engage descriptive statistics in section A to analyze the demographic variable of respondent. Then, in section B, inferential statistics are used to analyze the data where the researcher will use Mean score Standard deviation Frequency count and correlation study.

Table 3.2 Statistical Test for Data Collected According to Research Objectives and Research Questions

Research Objective		Research Question	Statistical Test
To determine the most influential dimensions of school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)	RQ1	What are the most influential dimensions school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?	Descriptive statistics in the form of mean scores and standard deviations and frequency counts
To identify the school teacher's perceptions towards the role school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)	RQ2	What are the school teacher's perceptions towards the role of school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?	Descriptive statistics in the form of mean scores and standard deviations and frequency counts
To investigate the relationship between the roles of school principal and teachers' professionalism in Sekolah Indonesia Kuala Lumpur (SIKL)	RQ3	Is there a significant relationship between the roles of school principal and teachers' professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)?	Pearson Correlation

3.11 SUMMARY

The study used questionnaires method to collect the data and the sample was selected via the purposive sampling method. The researcher selected 40 teachers at Sekolah Indonesia Kuala Lumpur (SIKL). This is thought to be adequate since the objective is to identify the role of the school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL). The collected data was analyzed by using the Means score standard deviation frequency count and correlation study.

CHAPTER FOUR

ANALYSIS AND RESULT

4.1 INTRODUCTION

The aim of this study is to investigate the role of Sekolah Indonesia Kuala Lumpur's principal in enhancing teacher professionalism in his school. This study attempts to identify the three main roles of the school principal to achieve the above aim. The correlation between those three roles toward teacher professionalism will be confirmed by the findings and results of the questionnaire survey that had been conducted on 40 respondents consisting of 40 teachers at school. The results of the data collected from the questionnaires reveal interesting findings via descriptive as well as the SPSS software.

4.2 DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS

Prior to the distribution of the questionnaires to the respondents, a quick reconnaissance survey was undertaken by the researcher on the school population that consists of a total of 40 teachers. The distribution of teachers respondents is shown in this Table 4.1 below.

Table 4.1 Distribution of Respondents by Position in the School

Position in school	**N**	**%**
Teacher	40	100.0
Total	40	100.0

The researcher decides to conduct a 100% perception survey involving the total population because forty respondents will give a complete picture and is a manageable size. Furthermore, it is found that all of them were willing to participate in answering the questionnaires.

The questionnaire begins by collecting the respondents' profile regarding their gender, age, marital status, academic qualification and their working experiences. Table 4.2 is the detailed information on the respondents' gender.

Table 4.2 Distribution of Respondents by Gender

Gender	**N**	**%**
Male	20	50
Female	20	50
Total	40	100

Therefore obviously the data reveals that 20 (50%) are males and 20 (50%) are females. This shows an equal distribution of gender in the school except for the school principal who is a male.

Regarding the ages of the respondents, Table 4.3 indicates that majority (32.5%) of the respondents fall under the age group of 32-35 years old and 41 years old and above. Meanwhile the youngest among them are in the age group of 21-30 years (2.5%) (n=40). This is important because it reflects on their working experiences, their level of education and qualification, their maturity and wisdom especially those who are 42 years and above.

Table 4.3 Distribution of Respondents by Age

Age	**N**	**%**
25 and below	1	2.5
26 – 30 years	5	12.5
32 – 35 years	13	32.5
36 – 40 years	8	20.0
41 and above	13	32.5
Total	40	100.0

Next is the marital status of the teachers which is shown in Table 4.4. All the 40 teachers are married and this has implications on their concern for students therefore are expected to excel in their professionalism level and caringness.

Table 4.4 Distribution of Teachers by Marital Status

Marital status	**N**	**%**
Single	0	0
Married	40	100.0
Total	40	100.0

As regards academic qualifications, the majority of the respondents in this school that is 67.5% (n=27) have Bachelor degrees, 13 teachers (32.5 %) have Master degree but nobody has a doctorate degree. This is shown clearly in Table 4.5 below.

Table 4.5 The Distribution of Respondents by their Academic Qualifications

Academic Qualification	**N**	**%**
College/Graduate (Bachelor)	27	67.5
Master's degree	13	32.5
Doctoral degree	0	0
Total	40	100.0

In terms of years of working experience, 27.5% have 6-20 years of working experience, 20% have 1-2 years' experience and interestingly another 20% have quite a long service of 26-20 years. This straightaway reflects that they have been staying in Kuala Lumpur for those number of years related to their working experience. Meanwhile there are 8 newcomers who have been here only for 1-2 years. Majority (27.5%) of the respondents however have served in this school for quite a long time i.e. 6-10 years (See Table 4.6 below).

Table 4.6 Distribution of Working Experience of the Respondents

Years of working	**N**	**%**
Less than 1 year	0	0
1-2 years	8	20.0
3-5 years	6	15.0
6-10 years	11	27.5
11-15 years	7	17.5
26-20 years	8	20.0
20 and above	0	0
Total	40	100.0

The following (table 4.5) shows the distribution of teacher by teaching experience. Teaching experiences refer to those who have taught for many years as follows: first year, 1-2 years, 3-5 year, 6-10 years, 22-15 years, 26-20 years and 20 years above teaching experiences. The tables identify that teachers in the year 6-10 of teaching experiences are about 27.5% (n=11), while teachers who are in 1-2 years and 16-20 years of teaching experiences are the same about 20.0% (n=8). Moreover, 17.5% (n=7) in the year 11-15 years of teaching experiences.

Table 4.7 Distribution of Respondents by Position in School

Position in school	**N**	**%**
Teacher	40	100.0
Total	40	100.0

4.3 DATA ANALYSIS AND FINDINGS

A five-points Likert scale has been used in the questionnaire to examine the perception the role of the school principal's professionalism with five choices i.e. strongly disagree (SD) with disagree (D) agree (A) with strongly agree (SA), neutral (NT). By applying the SPSS version 22 the Means (M) and standard deviations (STD) of the responses were derived. The analysis of the three main roles of the school principal that affect professionalism, as have been listed in the research questions, are as follows:

1. The most influential dimension of the role of the school principal.
2. Teachers' perceptions of the role of the school principal.

3. The significant relationship between the roles of the school principal and teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL).

For the first two research questions the researcher analyzed the data collected from the questionnaires by using descriptive analysis. For the last one the researcher used the correlational study.

4.3.1 The School Principal as the Leader at Sekolah Indonesia Kuala Lumpur (SIKL)

Table 4.7 below shows the overall perceptions of the school principal as the leader in school. There are altogether 10 items that were focused on. It is found that 97.5% of them are of the opinion that they slightly agree and strongly agree regarding all the items that are related to the school principal as the leader in school. Looking at responses on item 1, there are three highest percentage, where 100% (n=40) of teachers and staff slightly agree, agree and strongly agree that the school principal "has both the capacity and judgment to overcome most obstacles" (item 1). Similarly 100% (n=40) of teachers said that they are slightly agree, agree and strongly agree with Item 6 when they were asked about whether the "school principal is able to encourage teacher participation in the process of developing school goals". Again, on Item 9, 100% (n=40) of the respondents revealed that they slightly agree, agree and strongly agree that the "school principal provides information that helps teachers to think of ways to implement the school's program". Hence it can be said that when evaluating whether the school principal is a capable leader in school, all the respondents gave him a thumbs up. This has been reflected with their responses for Item 1, 6 and Item 9 of the questionnaire. For the next 100% on item number 6 school principal always encourage the activities for developing school goals. And then in

involving the implementation school's program school principal frequently help teacher and provide them the information.

However for Items 4, 7, 8 and 10, 97.5% (n=40) of the respondents slightly agree, agree and strongly agree that the school principal leads the school by "doing" rather than simply by "telling". Also the school principal regularly encourages school members to evaluate their progress towards the achievements of the school goals. He treats teachers as individuals who possess unique needs and expertise respectively but at the same time he has high expectations of the school members as professionals (Item 10).

On the other hand, for Item number 1, 95% (n=40) said that the school principal's requests and orders are accepted by everyone in the school. In addition, he makes the school members feel that he acts like a leader and provides a good model for the school members to follow.

Table 4.8 Respondents' Perceptions on the Role of the School Principal as the Leader of the School

N: 40 Teachers

No	Focused Items	Scale (N)		Total	M	STD
1	The school principal has both the capacity and judgment to overcome most obstacles	Strongly Disagree	0	0%	4.22	0.422
		Disagree	0			
		Neutral	0	0%		
		Agree	31	40 (100%)		
		Strongly Agree	9			
2	The school principal's requests and orders are accepted by everyone in the school	Strongly Disagree	1	1 (2.5%)	4.07	0.655
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	32	38 (95%)		
		Strongly Agree	7			
3	The school principal makes the school members feel that he acts like a leader	Strongly Disagree	0	1 (2.5%)	4.15	0.579
		Disagree	1			
		Neutral	1	1 (2.5%)		
		Agree	29	38 (95%)		
		Strongly Agree	9			
4	The school principal leads by "doing" rather than simply by "telling"	Strongly Disagree	0	0%	4.15	0.426
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	32	39 (97.5%)		
		Strongly Agree	7			
5	The school principal provides a good model for the school members to follow.	Strongly Disagree	0	0%	4.2	0.526
		Disagree	0			
		Neutral	1	1 (5.0%)		
		Agree	28	38 (95%)		
		Strongly Agree	10			
6	The school principal encourages teacher	Strongly Disagree	0	0%	4.3	0.464

	participation in the process of achieving school goals.	Disagree	0			
		Neutral	0	0%		
		Agree	28	40 (100%)		
		Strongly Agree	12			
7	The school principal regularly encourages members to evaluate their progress toward achievement of school goals.	Strongly Disagree	0	0%	4.27	0.505
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	27	39 (97.5%)		
		Strongly Agree	12			
8	The school principal treats ‘me’ (teachers) as an individual with unique needs and expertise	Strongly Disagree	0	0%	4.07	0.349
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	35	39 (97.5%)		
		Strongly Agree	4			
9	The school principal provides information that helps ‘me’ think of ways to implement the school’s program	Strongly Disagree	0	0%	4.27	0.452
		Disagree	0			
		Neutral	0	0%		
		Agree	29	40 (100%)		
		Strongly Agree	11			
10	The school principal has high expectations of ‘me’ as a professional.	Strongly Disagree	0	0%	4.17	0.446
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	31	39 (97.5%)		
		Strongly Agree	8			
	Average Score of the perceptions on the school principal’s performance as the Leader of the school.	Strongly Disagree	0.5		4.187	0.481
		Disagree				
		Neutral	0.2			
		Agree		97.5		
		Strongly Agree				

SD=strongly disagree, D= disagree, NT=neutral, A=agree, SA=strongly agree. M=means and STD=standard deviation.

Overall the highest scores of 100% achievement of the role of school principal related to enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL) are for Items 1, 6 and 9. It shows that the school principal's caliber is exceptionally good and this is reflected from the result of the means and the standard deviations which are all 4.0 and above.

4.3.2 School Principal as the Manager at Sekolah Indonesia Kuala Lumpur (SIKL)

Table 4.8 illustrates the results of the respondents' perceptions on the role of the school principal in enhancing teacher professionalism especially as the Manager of the school via the 8 Items focused upon.

It can be seen clearly that there are five items reaching the 100% meaning that they scored the highest percentage compared to other items. They stated that the school principal keeps teachers well informed and aware about the school operations and programs and that the information given is clear and easily understood. So, the school members comprehend well about administrative decisions made by the principal. They also acknowledged that the school principal uses systematic procedures for teacher appraisal, e.g. retention, dismissal, and promotion procedures. To make things transparent, the school principal also displays the school rules, policies and other administrative process clearly via notice boards and wall charts.

This managerial trait is declared by the respondents' opinion where 97.5% agree and strongly agree that he is a good Manager to the school. According to them, the school principal is able to organize activities, tasks, and people in the school well. He succeeded in developing appropriate rules and procedures in the school. Most

importantly he communicates well with the teachers especially on administrative practices and matters.

Table 4.9 Respondents' Perceptions on the Role of the School Principal as the Manager of the School
N: 40 Teachers

No	Focused Items	Scale (N)		Total	M	STD
1	The school principal keeps teachers informed about the aspects of the school program of which they should be aware of.	Strongly Disagree	0	0%	4.15	0.361
		Disagree	0			
		Neutral	0	0%		
		Agree	34	40 (100%)		
		Strongly Agree	6			
2	When the school principal provides teachers and staff with the information about school operations, the information is clear and easily understood.	Strongly Disagree	0	0%	4.17	0.384
		Disagree	0			
		Neutral	0	0%		
		Agree	33	40 (100%)		
		Strongly Agree	7			
3	When teachers and staff are informed of administrative decisions, they are aware of what the school principal expects from them as related to his decision.	Strongly Disagree	0	0%	4.22	0.422
		Disagree	0			
		Neutral	0	0%		
		Agree	31	40 (100%)		
		Strongly Agree	9			
4	The school principal is able to organize activities, tasks, and people well.	Strongly Disagree	1	1 (2.5%)	4.3	0.732
		Disagree	0			
		Neutral	0	0%		
		Agree	24	39 (97.5%)		
		Strongly Agree	15			
5	The school principal develops appropriate rules and procedures.	Strongly Disagree	0	0%	4.12	0.404
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	33	39 (97.5%)		
		Strongly Agree	6			
6	The school principal uses systematic procedures for staff appraisal, e.g.	Strongly Disagree	0	0%	4.35	0.483
		Disagree	0			

	retention, dismissal, and promotion procedures.	Neutral	0	0%		
		Agree	26	40 (100%)		
		Strongly Agree	14			
7	The school principal establishes a process by which teachers are made aware of the school rules and policies.	Strongly Disagree	0	0%	4.32	0.474
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	27	40 (100%)		
		Strongly Agree	23			
8	The school principal communicates to teachers and staff the reasons for administrative practices used in the school.	Strongly Disagree	1	1(2.5%)	4.22	0.697
		Disagree	0			
		Neutral	0	0%		
		Agree	27	39 (97.5%)		
		Strongly Agree	12			
Average Score of the perceptions on the school principal as the school Manager		Strongly Disagree	0.62		4.231	0.494
		Disagree				
		Neutral	0.125			
		Agree	99.06			
		Strongly Agree				

SD=strongly disagree, D= disagree, NT=neutral, A=agree, SA=strongly agree, M=means and STD=standard deviations.

Overall from the analysis it shows that the performance of the school principal as the Manager of school is good because the result of the means and standard deviations are all above 4.0. This role will definitely influence school professionalism for the school members.

4.3.3 The School Principal as the Curriculum Leader at Sekolah Indonesia Kuala Lumpur (SIKL)

Generally all the respondents indicated a high perception as reflected from agree and strongly agree Likert Scale. The school principal truly demonstrates his professional instructional and observational skills in providing accurate assessments of the teaching

process in the classrooms. The finding reveals too that when criticizing poor practices in teaching, the school principal provides constructive suggestions for improvements. To further improve on teaching professionalism, he invites professionals and experts from various relevant fields to give talks to the teachers. These efforts are really appreciated by the teachers as reflected by the three items i.e. Item 3, 7, 8 and 22 which received the highest scores of 100% (n=40) (See Table 4.9).

The second highest score which is 97.5% (n=40) is about "the school principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during their instruction". This indicates that he is knowledgeable on teaching strategies and effective teaching instructions. He also shares effective teaching techniques to help ineffective teachers and he keeps himself informed and learns about contemporary research on the learning process. For item number 9 it is found that the school principal promotes the development of educational goals and objectives that reflect societal needs and trends. The school principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes. Item 12 also graded at 97.5% is that the school principal ensures teaching assistants such as laboratory assistants undergo equivalent training which is to assist students to achieve their learning objectives.

On the contrary, some negative results were shown in items 4, 5, 6, 20 and 11, where the respondents claimed that they disagree and strongly disagree. However, the results for these items are at 2.5% (n=40) only. The details are as shown in the table below.

Table 4.10 Respondents' Perceptions on the Role of the School Principal as the Curriculum Leader of the School

N: 40 Teachers

No	Focused Items	Scale (N)		Total	M	STD
1	The school principal is knowledgeable of the general goals and objectives of the curricular areas.	Strongly Disagree	0	0%	4.22	0.53
		Disagree	0			
		Neutral	2	2 (5.0%)		
		Agree	27	38 (95%)		
		Strongly Agree	11			
2	The school principal is knowledgeable of the varied teaching strategies that teachers should appropriately utilize during their instruction.	Strongly Disagree	0	0%	4.15	0.43
		Disagree	0			
		Neutral	2	1 (2.5%)		
		Agree	32	39 (97.5%)		
		Strongly Agree	7			
3	The school principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.	Strongly Disagree	0	0%	4.15	0.36
		Disagree	0			
		Neutral	0	0%		
		Agree	34	40 (100%)		
		Strongly Agree	6			
4	The school principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.	Strongly Disagree	2	1 (2.5%)	4.05	0.64
		Disagree	0			
		Neutral	1	1 (2.5%)		
		Agree	32	38 (95%)		
		Strongly Agree	6			
5	The school principal has effective techniques for helping ineffective teachers.	Strongly Disagree	0	1 (2.5%)	4.25	0.59
		Disagree	1			
		Neutral	0	0%		
		Agree	27	39 (97.5%)		
		Strongly Agree	12			
6	The school principal keeps himself informed and learns about contemporary research on the learning process	Strongly Disagree	0	1 (2.5%)	4.22	0.58
		Disagree	2			
		Neutral	0	0%		
		Agree	28	39 (97.5%)		
		Strongly Agree	11			
7	When criticizing poor practices, the school principal provides suggestions for improvement.	Strongly Disagree	0	0%	4.32	0.47
		Disagree	0			
		Neutral	0	0%		
		Agree	27	40 (100%)		
		Strongly Agree	13			
8	The school principal is committed to instructional	Strongly Disagree	0	0%	4.35	0.48
		Disagree	0			

	improvement.	Neutral	0	0%		
		Agree	26	40 (100%)		
		Strongly Agree	14			
9	The school principal promotes the development of educational goals and objectives that reflect societal needs and trends.	Strongly Disagree	1	1 (2.5%)	4.3	0.72
		Disagree	0			
		Neutral	0	0%		
		Agree	24	39 (97.5%)		
		Strongly Agree	15			
10	The school principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.	Strongly Disagree	0	1 (2.5%)	4.2	0.56
		Disagree	1			
		Neutral	0	0%		
		Agree	29	39 (97.5%)		
		Strongly Agree	10			
11	The School Principal invites professionals and experts from outside to give knowledge about teaching and learning process.	Strongly Disagree	0	0%	4.35	0.48
		Disagree	0			
		Neutral	0	0%		
		Agree	26	40 (100%)		
		Strongly Agree	14			
12	The School Principal ensures teaching assistants such as laboratory assistants undergo equivalent training which is to assist students achieve their learning objectives.	Strongly Disagree	1	1 (2.5%)	4.25	0.71
		Disagree	0			
		Neutral	0	0%		
		Agree	26	39 (97.5%)		
		Strongly Agree	13			
Average Score of the perceptions on the school principal as the school curriculum leader of the school.		Strongly Disagree	2.25		4.23	0.55
		Disagree				
		Neutral	0.83			
		Agree	97.92			
		Strongly Agree				

SD=strongly disagree, D= disagree, NT=neutral, A=agree, SA=strongly agree, M=means and STD=standard deviation.

In conclusion, the majority of the teachers in the school feel that the role of school principal as the curriculum leader in school has been well performed. This is evident by the 97.91% of the total percentage for all items where they agree and strongly agree, while only 1.25% (n=40) of the respondents said that they strongly disagree and disagree in only five out of the twelve items. Interestingly, there is two items that the respondents remained Neutral i.e. in Item 1 and 2.

4.3.4 Teacher Professionalism

Table 4.10 elucidates information on the role of school principal towards enhancing teacher professionalism. The table clearly presents and compares about teachers' perception on this particular aspect. Surprisingly from five scales to measure teachers' perceptions that the highest percentage is agree and strongly agree 99.62%.

First of all, based on the descriptive analysis there are twelve highest percentage, where 100% (n=40) of teachers agree and strongly agree that the role of school principal in enhancing professionalism has a big impact on teachers and staff growth. While only 0.9% (n=40) of them said that they strongly disagree, slightly disagree and disagree and neutral. This means that the school principal involves actively and effectively to make the teachers be developed in their professionalism.

Obviously, most of the respondents agreed that the school principal monitors classroom performances, based on their perceptions the school principal surely compliments teachers and staff for their effectiveness, offers advices after observation of classroom performances, provides opportunities for teachers and staff to learn from professionals and experts, and finally advises teachers on matters related to their professional growth and teaching performances. He also provides opportunities for teachers to share ideas gained from workshops. To obtain further qualification of their profession, the school principal encourages graduate teachers to further their studies. In addition, the school principal involves teachers in decisions related to school programs. Furthermore, he shares his vision of the goals of the school with teachers and sometimes delegates responsibilities to them. He encourages teachers to attend workshops which have been proposed for teachers either by the Ministry of Education or by some other authorized body.

Table 4.11 Respondents' Perceptions on the Role of the School Principal in Enhancing Teacher Professionalism

N: 40 Teachers

No	Focused Items	Scale (N)		Total	M	STD
1	The school principal conducts orientation for new teachers	Strongly Disagree	0	1 (2.5%)	4.27	0.598
		Disagree	1			
		Neutral	0	0%		
		Agree	26	39 (97.5%)		
		Strongly Agree	13			
2	The school principal monitors classroom performance	Strongly Disagree	0	0%	4.3	0.464
		Disagree	0			
		Neutral	0	0%		
		Agree	28	40 (100%)		
		Strongly Agree	12			
3	The school principal compliments teachers and staff for effectiveness	Strongly Disagree	0	0%	4.3	0.464
		Disagree	0			
		Neutral	0	0%		
		Agree	28	40 (100%)		
		Strongly Agree	12			
4	The school principal provides feedback after observation of classroom performances	Strongly Disagree	0	0%	4.35	0.483
		Disagree	0			
		Neutral	0	0%		
		Agree	26	40 (100%)		
		Strongly Agree	14			
5	The school principal creates opportunities for teachers to learn from one another and from professionals and experts	Strongly Disagree	0	0%	4.45	0.503
		Disagree	0			
		Neutral	0	0%		
		Agree	22	40 (100%)		
		Strongly Agree	18			
6	The school principal advises teachers on matters related to professional growth	Strongly Disagree	0	0%	4.32	0.474
		Disagree	0			
		Neutral	0	0%		
		Agree	27	40 (100%)		
		Strongly Agree	13			
7	The school principal encourages teachers to attend workshops	Strongly Disagree	0	0%	4.3	0.526
		Disagree	0			

		Neutral	1	1 (2.5%)		
		Agree	26	39 (97.5%)		
		Strongly Agree	13			
8	The school principal provides opportunities for teachers to share ideas gained from workshops	Strongly Disagree	0	0%	4.3	0.464
		Disagree	0			
		Neutral	0	0%		
		Agree	28	40 (100%)		
		Strongly Agree	12			
9	The school principal encourages graduate teachers to obtain further qualifications	Strongly Disagree	0	0%	4.27	0.452
		Disagree	0			
		Neutral	0	0%		
		Agree	29	40 (100%)		
		Strongly Agree	11			
10	The school principal involves teachers in decisions related to school programs	Strongly Disagree	0	0%	4.25	0.438
		Disagree	0			
		Neutral	0	0%		
		Agree	30	40 (100%)		
		Strongly Agree	10			
11	The school principal shares his vision of the goals of the school with teachers	Strongly Disagree	0	0%	4.45	0.503
		Disagree	0			
		Neutral	0	0%		
		Agree	22	40 (100%)		
		Strongly Agree	18			
12	The school principal delegates responsibility to teachers and staff	Strongly Disagree	0	0%	4.2	0.405
		Disagree	0			
		Neutral	0	0%		
		Agree	32	40 (100%)		
		Strongly Agree	8			
13	The school principal encourages teachers to attend workshop which have been proposed by the Ministry of Education or some other authorized body	Strongly Disagree	0	0%	4.25	0.438
		Disagree	0			
		Neutral	0	0%		
		Agree	30	40 (100%)		
		Strongly Agree	10			
Average Score of the perceptions on the school principal in enhancing teacher		Strongly Disagree	0.19		4.308	0.477
		Disagree				

professionalism	Neutral	0.19
	Agree	99.6
	Strongly Agree	

SD=strongly disagree, D= disagree, NT=neutral, A=agree, SA=strongly agree, M=means and STD=standard deviation.

In a nutshell, it can be concluded that after conducting descriptive analysis it is found that majority of the respondents affirmed their good perceptions regarding the school principal's efforts in enhancing teacher professionalism.

4.3.5 The Most Influential Dimension Role School Principal in Enhancing Teacher Professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)

This is related to the Research question 2 in Chapter 1. In order for the researcher to investigate the most influential dimension of the role of the school principal in enhancing teacher professionalism, data is collected from questionnaires that had been answered by the teachers. Similar to the descriptive analysis conducted for the school principal's roles the questionnaires on the most influential dimension of the role of school principal in enhancing teacher professionalism are analyzed using descriptive statistics. The results of the study are shown in Table 4.11 below.

Table 4.12 Descriptive Statistics of the Most Influential Dimension Implemented by the School Principal

Roles	N	Mean	S.D.	Skewness	Kurtosis
The school principal as the leader	40	41.9000	2.26972	-.325	1.796
The school principal as the Manager	40	33.8750	1.95051	-1.605	5.405
The school principal as the curriculum leader	40	50.8250	4.16879	-1.448	8.423
Teacher professionalism	40	56.0250	2.93072	.765	.690

The overall mean for the most influential dimension implemented by the school principal at Sekolah Indonesia Kuala Lumpur (SIKL) was found to be 42.9000 with a standard deviation of 2.16972, while the overall mean for the school principal as the Manager in school is 33.8750 with a standard deviation of 1.95052. Furthermore, for the role of the school principal as the curriculum leader in school the mean obtained is 50.8250 with a standard deviation of 4.16879. For the last item that is teacher professionalism the mean acquired is 56.0250 with a standard deviation of 2.93072.

Table 4.11 above shows that for skewness and kurtosis it was found to be at -.325 with 1.796 the result related to the role of the school principal as the Leader in school. Next, for the role of the school principal as the Manager in school the result is -1.605 with 5.405. In addition, skewness and kurtosis for the role of the school principal as the curriculum leader was obtained at -1.448 with 8.423. Finally, for teacher professionalism it is at .765 with .690. According to Healey, (1996) if the values of skewness and kurtosis are between -1.0 and +1.0, the distribution is considered to be normal.

Based on these overall means, it leads to answer the third research question i.e. the role of the school principal as the curriculum leader in school dominate his other roles. The results presented for this role is higher as compared to the other remaining items. The two remaining items are 41.9000 and 33.8750 respectively.

4.3.6 Is There a Significant Relationship Between the Roles of the School Principal and Teachers' Professionalism?

This relates to the Research question 3 of this dissertation. For this research purpose, the researcher uses the Pearson Correlation to measure the degree of correlation between the two variables (the roles of school principal and teacher professionalism at

Sekolah Indonesia Kuala Lumpur (SIKL)). Moreover, this section examines the relationship between the roles of the school principal and teacher professionalism (the school principal as leader, as manager and as curriculum leader in school).

The Pearson's Correlation test provides the direction, significance and strength of the relationship. The "p" value of Pearson's Correlation is included to examine the correlation between the two variables. If the "p" value ≤ 0.05, it means that there is a correlation between the two variables. The level of significance for the Pearson's Correlation is taken at alpha 0.05.

4.3.7 The Relationship between Role School Principal as the Leader at Sekolah Indonesia Kuala Lumpur (SIKL) and Teacher Professionalism

The correlation between the role of the school principal as the leader in the school and teacher professionalism is .327 and the p = value is found to be 0.039. Based on the p – value, the null hypothesis is rejected which means that there is statistically a significant relationship between the role of the school principal as the leader in school at Sekolah Indonesia Kuala Lumpur (SIKL) and teacher professionalism (See Table 4.12).

Table 4.13 Correlations between the Role of the School Principal as the Leader in school and Teacher Professionalism

		School principal as the leader in school	**Teacher professionalism**
School principal as the leader in the school	Pearson Correlation Sig. (2-tailed)	1	.327* .039
	N	40	40
Teacher professionalism	Pearson Correlation Sig. (2-tailed)	.327* .039	1
	N	40	40

*correlation is significant at the 0.05 level (2-tailed)

4.3.8 The Relationship between the Role School Principal as the Manager at Sekolah Indonesia Kuala Lumpur (SIKL) and Teacher Professionalism

As can be seen from Table 4.13 below the correlation between role of the school principal as the Manager in school and teacher professionalism is .382 and the p = value is found to be 0.015. Based on the p – value, the significant correlation is less (0.000) than 0.05 (0.000 < 0.05) alpha level two tails. Therefore, the null hypothesis is rejected. This means that there is a statistical significant relationship between the role of the school principal as the Manager in school and teacher professionalism.

Table 4.14 Correlations between the Role of the School Principal as the Manager in School and Teacher Professionalism

		School principal as the Manager in school	**Teacher professionalism**
School principal as the Manager in school	Pearson Correlation Sig. (2-tailed)	1	.382* .025
	N	40	40
Teacher professionalism	Pearson Correlation Sig. (2-tailed)	.382* .025	1
	N	40	40

*correlation is significant at the 0.05 level (2-tailed)

4.3.9 The Relationship between Role School Principal as the Instructional Leader at Sekolah Indonesia Kuala Lumpur (SIKL) and Teacher Professionalism

Table 4.15 Correlations between the Role of the School Principal as the Curriculum Leader and Teacher Professionalism

		School principal as the curriculum leader in school	**Teacher professionalism**
School principal as the curriculum leader in school	Pearson Correlation Sig. (2-tailed)	1	.525** .002
	N	40	40
Teacher professionalism	Pearson Correlation Sig. (2-tailed)	.525** .002	1
	N	40	40

**correlation is significant at the 0.02 level (2-tailed)

According to Table 4.14 above describes the relationship between the role of the school principal as the curriculum leader in school and teacher professionalism. The correlation is .515 and the p = value is found to be 0.001. Based on the p – value observed, while the significant correlation is less (0.000) than 0.05 (0.000 < 0.05)

alpha level two tails. Therefore, the null hypothesis is rejected. This means that there is a statistical significant relationship between the role of the school principal as curriculum leader in school and teacher professionalism.

4.3.10 The Correlation between the Roles of the School Principal in Enhancing Teacher Professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)

Table 4.16 The Correlation Between the Roles of the School Principal in Enhancing Teacher Professionalism

		Total the roles of school principal	**Teacher professionalism**
Total the roles of school principal	Pearson Correlation Sig. (2-tailed) N	1 40	.528** .002 40
Teacher professionalism	Pearson Correlation Sig. (2-tailed) N	.528** .002 40	1 40

**correlation is significant at the 0.02 level (2-tailed)

The table gives information on the correlation between the roles of the school principal in enhancing teacher professionalism at the school .518 and the p = value is found to be 0.001. Based on the p – value observed, while the significant correlation is less (0.000) than 0.05 (0.000 < 0.05) alpha level two tails. Therefore, the null hypothesis is rejected. This means that there is a statistical significant relationship between all the roles of school principal as leader, manager and curriculum leader in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL).

4.4 CONCLUSION

This chapter discusses the findings of the research. It describes the all information about demographic background of the respondents such as gender, age, marital status, highest academic qualification, teaching experience, and so forth. More importantly, it presents the results of each item to answer the research questions.

The survey involved that all respondents are teachers at Sekolah Indonesia Kuala Lumpur (SIKL). Majority of them (67%) have degrees. This means that their qualification is high, based on the age of the respondents the majority of them are between 32 to 35 years old while 41 and above it is about 32.5% (n=40). The lowest percentage of the respondents showed that those under 25 years of age are about 2.5%.

Regarding the overall results on the roles of the school principal such as school leader, manager and curriculum leader and in enhancing teacher professionalism at the Sekolah Indonesia Kuala Lumpur (SIKL), the respondents' perception is at a high level and the correlation between the roles of the school principal in enhancing teacher professionalism is also found to be of high level too.

The survey found that the three hypotheses on the correlation between the roles of the school principal such as leader, manager and curriculum leader in school and in enhancing teacher professionalism are successfully rejected. This means that there is a correlation between the roles of the school principal and teacher professionalism.

Overall, the data indicates that the roles of the school principal as leader, manager and instructional leader in school and in enhancing teacher professionalism at the school have been successfully carried out. In conclusion, the correlation between the roles of the school principal and teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL), Kuala Lumpur is statistically significant.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Like other organizations, the school has similar organizational structure as other organizations. If there is a leader in the organization called the chairman, then the leader of the school is called the school principal. School principal is the highest figure in the school, he plays an important role in the overall development of the school. Thus, he must possess a great leadership skill to organize all the teachers, staff and students of the school. The pattern of his leadership will be very influential even critical to the progress of the school. Therefore in modern education, school leadership is a strategic position in achieving educational goals. School principals today play several roles, they should be educational visionaries and change roles, leadership, instructional curriculum leader, managerial and assessment experts, budget analysts, facility managers, special program administrators and community builders.

Generally, a school principal is an educational leader who has a very big role in developing the quality of education in the school. The quality of school leadership is very influential on the creation of morale, harmonious cooperation, interest in the development of education, pleasant working atmosphere, and quality professional development among teachers. Moreover, as tactics to make the school be successful, the school principal is expected to optimize all the roles performed by him, directly or indirectly, and be able to contribute in improving the competence and professionalism of teachers. Ultimately, it can take effect on improving the quality of education in schools.

According to the Indonesian law on National Education System No. 20 of 2003 that every citizen is entitled to quality education services. In support of that legislation, the Indonesian government set standards of academic qualifications and competence of teachers as set out in the National Education Minister Regulation No. 26 Year 2007: Pedagogical competence, the personal competence, social competence and professional competence. Consequently the school principal must ensure that the Indonesian government regulation and standards be upheld. Nevertheless the school principal is not only the single factor that carry the school missions to gain successes but he is the most influential to lead his subordinates to move forward and follow his commands.

Teachers on the other hand, have a very strategic role in transferring knowledge, skills, and upbringing of students, so professional teachers will carry out their duties in a professional manner and also able to generate more quality students. But, to improve teachers' professionalism in teaching, many factors that influence it, including the leadership of the school principal. This is because he is the person who plays an important role in regulating the activity of teaching and learning. He also holds critical role as the school in managing and empowering teachers to continue and improve their performances.

5.2 SUMMARY OF FINDINGS

This research discovers three outstanding roles of the School Principal. They are:

1. Teachers perceived their school principal has to play three important roles. However, his role as the instructional leader of school was found to be the most important in enhancing teacher professionalism.

2. All the respondents viewed that his secondary role is in terms of being an effective manager.
3. Lastly, his lesser effective role is being the leader of the school.

In a nutshell, it can be seen clearly from data collected in Chapter 4 that the roles of the school principal is threefold that is as leader, manager and c leader of the school. Hence, these qualities of the school principal are significant in enhancing teacher professionalism at the school.

5.3 DISCUSSIONS

This study focused on the roles of the school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur (SIKL). A survey was done specifically to find out the perceptions of teachers as well as teacher principal relationships towards achieving teacher professionalism in the school.

The results revealed that the school principal of Sekolah Indonesia Kuala Lumpur (SIKL) scored highest in terms of administrative practice. The dominant role that he plays outstandingly is in terms of curriculum leader in school which is a higher than the other remaining two roles. Teachers noticed this trait in their school principal as an exemplary curriculum leader in the school. He is very knowledgeable regarding the goals and objectives of the school curriculum. In addition, the school principal demonstrated his role as a good instructor specifically as he possesses skills of varied teaching strategies and participates actively and regularly in classroom observation and giving assessment. Finally, he gained respect and admiration from the teachers and staff as he exhibited his role such as monitoring student learning, providing suggestions to teachers for improvement and helping them to be effective in teaching to achieve goals and objectives of the school.

Regarding the school principal as the leader in school, teachers and staff saw that the school principal is determined to possess the skill, capacity and judgment to solve the problems of the school. He leads by example that is by not just telling and ordering his subordinates but actually doing things. But also leading by doing and giving example to them. Besides, the teachers viewed that school principal being a good example and model for the whole community of the school. Interestingly, Teachers also observed that the school principal treats them as an individual, each having unique needs and expertise. On the other hand the school principal has to the teachers that he has high expectations of the school teachers to act professional.

Moreover, school principal as manager in school, all the respondents noticed that school principal should have an attempts to inform to whole community of the school be aware about the program of the school. Increasingly, they viewed also that school principal as manager in school provides teachers with the information about school operations. When teachers are informed of administrative decisions, they are aware of what the school principal hopes from them as related to his decisions. The most important thing is that school principal capable in organizing activities, tasks and whole the communities in school. In addition, school principal plays an important role in developing suitable rules and procedures in achieving school goals. Sequentially, the school principal uses systematic procedures for teacher appraisal such as retention, dismissal and promotion procedures as well as establishing a process by which teachers are made aware of school rules and policies.

After all, the results showed that there is a relationship between the roles of school principal and teacher professionalism in enhancing their professionalism at Sekolah Indonesia Kuala Lumpur (SIKL). The most dimension practiced is the school principal as curriculum leader in school which is a higher than the remaining two. It

also displayed that the school principal portrays his function properly such as leader in school, manager and curriculum leader in school.

5.4 RECOMMENDATIONS FOR PRACTICE

According to the findings of this study, the following recommendations are offered:

1. The school principal should pay more attention to the roles which were reported as moderately executed by him in enhancing teacher professionalism in the school. This include: identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, providing individualized support, providing intellectual stimulation, holding high performance expectations, interactive processes, instructional improvement and curriculum improvement.
2. The school principal must give priority also to his role as the school manager because this was reported as the lowest score among the other three roles. Those tasks include keeping teachers aware of all school information, information delivered are being easily understood, organizing activities, tasks and people, developing a good regulation and procedures, making teachers aware about school rules and policies.
3. The school principal should give more devotion to teachers' needs and interests.
4. Effectiveness and success of the school depends very much on teachers' professionalism.
5. The school principal should encourage teachers to improve their professionalism and advise them to obtain further qualifications.

6. The school principal should involve himself and encourage teachers to join workshops and other training programs in order for them to share with others for the purposes of improvement of the school.
7. Teachers recommend that the school principal should try to behave according to the National regulations of Indonesia and apply it as ways of administration especially in overcoming the school's problems.

5.5 RECOMMENDATION FOR FUTURE RESEARCH

Admittedly, this study has investigated a narrow scope confined to the following areas only:

1. The managerial, instructional curriculum factors and leadership role of the school principal have strong influence in enhancing teacher professionalism.
2. Determine the school principal roles which are related to professionalism of teachers in achieving success of the school.
3. Merely measuring the effectiveness of the roles and leadership styles of the school principal of Sekolah Indonesia Kuala Lumpur (SIKL) on the professionalism of his teachers.

5.6 CONCLUSION

This study gives insights on the roles of school principals and identifies the programs that are related to enhance teacher professionalism in schools. School principals face numerous daunting tasks every single day with a number of tasks, ranging from the mundane to the complex. That should be met and they are regularly evaluated according on their handling of those tasks. Managerial functions and enhancement of

teacher professionalism have direct connections with instructional curriculum and leadership behaviors as proven by this study. It looks that all managerial role, instructional curriculum role and leadership role all correlate with enhancing teacher professionalism. It is still possible to affirm that school principal do have a positive impact on improvement teacher professionalism. In conclusion, the findings from this study support existing literatures and previous researches that the school principal is the main factor toward enhancing the improvement of teacher professionalism in schools.

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APPENDIX A

QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE SURVEY OF THE ROLE OF SCHOOL PRINCIPAL IN ENHANCING TEACHER PROFESSIONALISM
At SEKOLAH INDONESIA KUALA LUMPUR (SIKL)

Dear Dr./Sir/Madam/Mr./Mrs./Brother/Sister,

Good day, I am student from International Islamic University Malaysia (IIUM) conducting a survey on The Role Of School Principal In Enhancing Teacher Professionalism In Indonesian School Kuala Lumpur (*Sekolah Indonesia Kuala Lumpur* (*SIKL*)) as part of my final project which is dissertation. I am interested to know your attitude and intention with the overall role school principal in Indonesian School Kuala Lumpur (*Sekolah Indonesia Kuala Lumpur* (*SIKL*)).

I assure you that, your responses will only be used for academic purposes, and your identity will not be disclosed in any cases. Your participation is voluntary, but vital to the success of the Study. All information will be held in strict confidence and will be used only for research purposes. Study results will only be made available in summary or statistical form so as not to identify individual participants

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Section A. Demographics Background

1. Gender (2) Male (2) Female

2. Age (2) 25 and below (2) 26-30 years (3) 32-35 years

(4) 36-40 years (5) 42 and above

3. Marital status (2) Single (2) Married

4. Academic qualification (2) College/Graduate (Bachelor)

(2) Master's degree (3) Doctoral degree (4) others

5. How many years of teaching experience

(2) This is my first year (2) 2-2 years (3) 3-5 years

(4) 6-20 years (4) 22-25 years (5) 26-20 years

(6) 20 +

6. Position in school _____

Section B. School Principal as Leader in school
Please (√) the most appropriate response when answering the questions.

1. Disagree
2. Strongly Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	Statements	Rating				
2	The school principal has both the capacity and judgment to overcome most obstacles.	2	2	3	4	5
2	The school principal's request and orders are accepted by everyone in the school.	2	2	3	4	5
3	The school principal makes the school faculty feel that he acts like leaders.	2	2	3	4	5
4	The school principal leads by '' doing'' rather than simply by '' telling''	2	2	3	4	5
5	The school principal provides good models for the school faculty to follow.	2	2	3	4	5
6	The school principal encourage teacher participation in the process of developing school goals.	2	2	3	4	5
7	The school principal regularly encourages faculty members to evaluate their progress toward achievement of school goals.	2	2	3	4	5
8	The school principal treats me (teachers) as an individual with unique needs and expertise	2	2	3	4	5
9	The school principal provides information that helps me think of ways to implement the school's program	2	2	3	4	5
20	The school principal has high expectations of the school as professionals	2	2	3	4	5

Section C. School Principal as Manager in school
Please (√) the most appropriate response when answering the questions.

1. Disagree
2. Strongly Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	Statements	Rating				
2	The school principal keeps teachers informed about the aspects of the school program of which they should be aware.	2	2	3	4	5
2	When the school principal provides teachers with the information about school operations, the information is clear and easily understood.	2	2	3	4	5
3	When teachers are informed of administrative decisions, they are aware of what the school principal expects from them as related to his decision.	2	2	3	4	5
4	The school principal is able to organize activities, tasks, and people.	2	2	3	4	5
5	The school principal develops appropriate rules and procedures.	2	2	3	4	5
6	The school principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.	2	2	3	4	5
7	The school principal establishes a process by which teachers are made aware of school rules and policies.	2	2	3	4	5
8	The school principal communicates to teachers the reasons for administrative practices used in the school.	2	2	3	4	5

Section D. School Principal as curriculum Leader
Please (√) the most appropriate response when answering the questions.

1. Disagree
2. Strongly Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	Statements	Rating				
2	The school principal is knowledgeable of the general goals and objectives of the curricular areas.	2	2	3	4	5
2	The school principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during their instruction.	2	2	3	4	5
3	The school principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.	2	2	3	4	5
4	The school principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.	2	2	3	4	5
5	The school principal has effective techniques for helping ineffective teachers.	2	2	3	4	5
6	The school principal keeps himself informed and learns about contemporary research on the learning process	2	2	3	4	5
7	When criticizing poor practices, the school principal provides suggestions for improvement.	2	2	3	4	5
8	The school principal is committed to instructional improvement.	2	2	3	4	5
9	The school principal promotes the development of educational goals and objectives that reflect societal needs and trends.	2	2	3	4	5
20	The school principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.	2	2	3	4	5
22	The School Principal invites professional teacher from outside to give knowledge about teaching and learning process.	2	2	3	4	5

22	The School Principal ensures teaching assistants such as laboratory assistants accept equivalent training which is to assist students achieve the learning objectives.	2	2	3	4	5

Section F. Teacher professionalism
Please (√) the most appropriate response when answering the questions.

1. Disagree
2. Strongly Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	**Statements**	**Rating**				
2	The school principal conducts orientation for new teachers	2	2	3	4	5
2	The school principal monitors classroom performance	2	2	3	4	5
3	The school principal compliment members of teachers for effectiveness	2	2	3	4	5
4	The school principal provides feedback after observation of classroom performance	2	2	3	4	5
5	The school principal creates opportunities for teachers to learn from one another	2	2	3	4	5
6	The school principal advises teachers on matters related to professional growth	2	2	3	4	5
7	The school principal encourages teachers to attend workshop	2	2	3	4	5
8	The school principal provides opportunities for teachers to share ideas gained from workshop	2	2	3	4	5
9	The school principal encourages graduate teachers to obtain further qualification	2	2	3	4	5
20	The school principal involves teachers in decisions related to school program	2	2	3	4	5
22	The school principal shares he/she vision of the goals of the school with teachers	2	2	3	4	5
22	The school principal delegates responsibility to members of teachers	2	2	3	4	5
23	The school principal encourages teachers to attend workshop which have been mounted for teachers either by ministry of education personnel of some other authorized body	2	2	3	4	5

Thank you very much for your help and co-operation

APPENDIX B

QUESTIONNAIRE IN INDONESIAN LANGUAGE

QUESTIONNAIRE SURVEY OF THE ROLE OF SCHOOL PRINCIPAL IN ENHANCING TEACHER PROFESSIONALISM At SEKOLAH INDONESIA KUALA LUMPUR (SIKL)

Dear Dr./Sir/Madam/Mr./Mrs./Brother/Sister,

Good day, I am student from International Islamic University Malaysia (IIUM) conducting a survey on ‘’ The Role Of School Principal In Enhancing Teacher Professionalism In Indonesian School Kuala Lumpur (*Sekolah Indonesia Kuala Lumpur* (*SIKL*)) ‘’ as part of my final project which is dissertation. I am interested to know your attitude and intention with the overall role school principal in Indonesian School Kuala Lumpur (*Sekolah Indonesia Kuala Lumpur* (*SIKL*)).

I assure you that, your responses will only be used for academic purposes, and your identity will not be disclosed in any cases. Your participation is voluntary, but vital to the success of the Study. All information will be held in strict confidence and will be used only for research purposes. Study results will only be made available in summary or statistical form so as not to identify individual participants
Rizki Amrillah

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Bagian A. Latar belakang

3. Kelamin (2) Laki-Laki (2) Perempuan

4. Umur (2) 25 dan di bawah (2) 26-30 tahun (3) 32-35 tahun

(4) 36-40 tahun (5) 42 dan diatas

3. Status Perkawinan (2) Sendiri (2) Kawin

4. Kualifikasi Pendidikan (2) Pendidikan S2

(2) Pendidikan s2 (3) Pendidikan s3 (4) Lain

_____

5. Berapa tahun pengalaman mengajar

(2) Ini tahun pertama (2) 2-2 tahun (3) 3-5 tahun

(4) 6-20 tahun (4) 22-25 tahun (5) 26-20 tahun

(6) 20 +

6. Posisi di sekolah _____

Bagian B. Peranan Kepala Sekolah sebagai Pemimpin di sekolah
Berikan responsmu pada lembar jawaban yang tersedia dengan membulatinya !
Keterangan Pilihan jawaban:

6. Tidak setuju
7. Sangat tidak setuju
8. Netral
9. Setuju
10. Sangat setuju

No	Pernyataan	Penilaian				
2	Kepala sekolah memiliki kemampuan dan penilaian untuk mengatasi sebagian besar kendala yang ada di sekolah.	2	2	3	4	5
2	Permintaan kepala sekolah dan perintah-perintahnya diterima oleh semua orang yang ada di sekolah	2	2	3	4	5
3	Kepala sekolah membuat sekolah merasa bahwa ia bertindak seperti pemimpin	2	2	3	4	5
4	Kepala sekolah memimpin dengan " Perbuatan/aksi " bukan hanya dengan " instruksi/memberitahu "	2	2	3	4	5
5	Kepala sekolah memberikan contoh yang baik untuk sekolah supaya yang lain mengikutinya	2	2	3	4	5
6	Kepala sekolah mendorong partisipasi Guru dalam proses mengembangkan tujuan sekolah	2	2	3	4	5
7	Kepala sekolah secara teratur mendorong anggota sekolah untuk mengevaluasi kemajuan mereka terhadap pencapaian tujuan sekolah	2	2	3	4	5
8	Kepala sekolah memperlakukan saya (Guru) sebagai individu dengan kebutuhan yang unik dan keahlian	2	2	3	4	5
9	Kepala sekolah memberikan informasi yang membantu Guru supaya memikirkan cara-cara untuk melaksanakan program sekolah	2	2	3	4	5
20	Kepala sekolah memiliki harapan yang tinggi dari sekolah sebagai tenaga professional	2	2	3	4	5

Bagian C. Peranan Kepala Sekolah sebagai Manager di sekolah
Berikan responsmu pada lembar jawaban yang tersedia dengan membulatinya !

1. Tidak setuju
2. Sangat tidak setuju
3. Netral
4. Setuju
5. Sangat setuju

No	Pernyataan	Penilaian				
2	Kepala sekolah selalu memberikan informasi ke Guru terkait program sekolah yang mereka harus sadar	2	2	3	4	5
2	Ketika kepala sekolah memberikan informasi dan pengumuman kepada Guru tentang kegiatan sekolah, informasi yang di terima oleh Guru jelas dan mudah di pahami	2	2	3	4	5
3	Ketika Guru diberitahu tentang keputusan-keputusan administratif, mereka menyadari apa yang kepala sekolah harapkan dari mereka terkait dengan keputusannya	2	2	3	4	5
4	Kepala sekolah mampu mengatur kegiatan-kegiatan, tugas-tugas, dan orang-orang.	2	2	3	4	5
5	Kepala sekolah mengembangkan aturan dan prosedur yang tepat.	2	2	3	4	5
6	Kepala sekolah menggunakan prosedur yang sistematis untuk penilaian Guru, staf, misalnya prosedur retensi, pemecatan dll.	2	2	3	4	5
7	Kepala sekolah menetapkan suatu proses dimana Guru dibuat sadar terhadap aturan dan kebijakan sekolah.	2	2	3	4	5
8	Kepala sekolah berkomunikasi dengan Guru dengan alasan untuk praktek administrasi yang telah digunakan dalam sekolah.	2	2	3	4	5

Bagian D. Peranan Kepala Sekolah sebagai Pemimpin Instruksional di sekolah
Berikan responsmu pada lembar jawaban yang tersedia dengan membulatinya !

1. Tidak setuju
2. Sangat tidak setuju
3. Netral
4. Setuju
5. Sangat setuju

No	Pernyataan	Penilaian				
2	Kepala sekolah memiliki pengetahuan yang luas tentang tujuan umum dan tujuan dari bidang kurikulum.	2	2	3	4	5
2	Kepala sekolah memiliki pengetahuan yang luas terkait strategi pengajaran Guru yang bervariasi yang mereka manfaatkan selama instruksi di sekolah.	2	2	3	4	5
3	Kepala sekolah memiliki keterampilan pengamatan instruksional yang memberikan dasar bagi penilaian yang akurat dari proses pengajaran di kelas.	2	2	3	4	5
4	Kepala sekolah secara aktif dan secara teratur berpartisipasi dalam pengamatan dan penilaian dari ruang kelas, termasuk strategi pengajaran dan pembelajaran siswa.	2	2	3	4	5
5	Kepala sekolah memiliki teknik yang efektif untuk membantu guru tidak efektif dalam strategi pengajaran.	2	2	3	4	5
6	Kepala sekolah selalu mendapatkan informasi dan selalu belajar tentang penelitian kontemporer didalam proses pembelajaran	2	2	3	4	5
7	Ketika mengkritik praktek pengajaran yang buruk di kelas, kepala sekolah memberikan saran untuk perbaikan.	2	2	3	4	5
8	Kepala sekolah berkomitmen untuk perbaikan dan pengembangan proses pembelajaran.	2	2	3	4	5
9	Kepala sekolah mempromosikan pengembangan tujuan pendidikan dan tujuan yang mencerminkan kebutuhan masyarakat dan tren.	2	2	3	4	5
20	Kepala sekolah ikut serta di dalam kegiatan perbaikan dan pengembangan pembelajaran seperti Program dan kurikulum perencanaan dan pemantauan hasil belajar siswa.	2	2	3	4	5
22	Kepala sekolah mendatangkan Guru professional baik dari kementerian pendidikan atau instansi terkait dari luar untuk memberi pengetahuan tentang	2	2	3	4	5

pengajaran dan pembelajaran yang baik

22	Kepala Sekolah menjamin proses pengajaran dan pembelajaran contoh seperti asisten laboratorium menerima pelatihan yang baik untuk membantu siswa mencapai tujuan pembelajaran.	2	2	3	4	5

Bagian E.Peranan Kepala Sekolah sebagai Motivator di sekolah
Berikan responsmu pada lembar jawaban yang tersedia dengan membulatinya !

1. Tidak setuju
2. Sangat tidak setuju
3. Netral
4. Setuju
5. Sangat setuju

No	Pernyataan	Penilaian				
2	Kepala sekolah selalu konstruktif dan optimis dalam kepemimpinannya disekolah	2	2	3	4	5
2	Kepala sekolah adalah orang yang inovatif dan juga mendorong para guru untuk menjadi inovatif.	2	2	3	4	5
3	Kepala sekolah adalah orang yang menghargai dan sering menghargai Guru secara terbuka.	2	2	3	4	5
4	Kepala sekolah tidak kaku tapi fleksibel didalam urusannya dengan Guru dan siswa	2	2	3	4	5
5	Kepala sekolah adalah orang sangat menghargai dan membimbing Guru untuk mengembangkan rasa humor	2	2	3	4	5
6	Kepala sekolah memberikan kesetiaan pribadi kepada Guru	2	2	3	4	5
7	Kepala sekolah memberikan penghargaan kepada Guru dengan gelar yang mengesankan	2	2	3	4	5
8	Kepala sekolah tidak terbuka mencerca seorang Guru ketika ia membuat kesalahan	2	2	3	4	5
9	Kepala sekolah sangat tepat waktu dan juga mendorong untuk tepat waktu antara Guru-guru	2	2	3	4	5
20	Kepala sekolah selalu mengharapkan kinerja yang lebih baik dari Guru	2	2	3	4	5

Bagian F. Peranan kepala sekolah terhadap Profesionalisme Guru di sekolah
Berikan responsmu pada lembar jawaban yang tersedia dengan membulatinya !

1. Tidak setuju
2. Sangat tidak setuju
3. Netral
4. Setuju
5. Sangat setuju

No	Pernyataan	Penilaian				
2	Kepala sekolah memberikan orientasi bagi Guru baru	2	2	3	4	5
2	Kepala sekolah memonitor kinerja Guru di kelas.	2	2	3	4	5
3	Kepala sekolah memberikan pujian kepada Guru yang mempunyai efektivitas baik dalam mengajar	2	2	3	4	5
4	Kepala sekolah memberikan feedback setelah observasi dan pengamatan terhadap kinerja proses pembelajaran dan pengajaran di kelas.	2	2	3	4	5
5	Kepala sekolah memberi kesempatan bagi para Guru untuk belajar satu sama lain	2	2	3	4	5
6	Kepala sekolah menasehati Guru tentang hal-hal yang berkaitan dengan pertumbuhan dan perkembangan profesionalisme.	2	2	3	4	5
7	Kepala sekolah mendorong Guru-guru untuk menghadiri workshop	2	2	3	4	5
8	Kepala sekolah memberikan kesempatan bagi para Guru untuk berbagi ide dan gagasan yang diperoleh dari workshop atau seminar.	2	2	3	4	5
9	Kepala sekolah mendorong para Guru untuk memperoleh kualifikasi lebih lanjut	2	2	3	4	5
20	Kepala sekolah melibatkan Guru dalam keputusan yang berkaitan dengan program sekolah	2	2	3	4	5
22	Kepala sekolah berbagi informasi terhadap visi misi serta tujuan sekolah kepada Guru-guru	2	2	3	4	5
22	Kepala sekolah mendelegasikan tanggung jawab kepada anggota Guru-guru.	2	2	3	4	5
23	Kepala sekolah mendorong para Guru untuk menghadiri seminar/workshop yang diadakan oleh kementerian pendidikan atau beberapa organisasi yang berwenang lainnya.	2	2	3	4	5

Thank you very much for your help and co-operation