

# The Formulation of the Principals' Policies in Improving Teacher Professionalism in Senior High Schools in North Sumatra

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**Abstract** Principals' policies as a leader will be made as part of improvements in the school. The principal directs the teachers to improve their professionalism. The purpose of this study is to find out the formulation of the principals' policies in improving teacher professionalism and the factors that influence the principals' policies in increasing the professionalism of teachers in high schools. This study used a qualitative approach with observation, interviews, and documentation studies as its data collection techniques. The research subjects were high school principals and teachers. The results show that: (1) The formulation of the principals' policies in improving the professionalism of teachers. The school principals implement policies have been prepared and run regularly. This policy will encourage the enthusiasm of all teachers to do better every time to achieve a common goal. So, in this case, the principals' ability to make his goals become the goal of all teachers in the school is his expertise as a leader. (2) Factors influencing the principals' policies to provide a direct example through his actions on all matters related to improving the professionalism of teachers and others are the raising of prestige of the school he leads. Achievement and good name of the school is a major goal to be achieved as the main factor that makes it has a strong commitment to increase the teacher performance, so that the student performance also improve which results in the achievement of the goals and good name of the school.

**Keywords** Policy, Teacher Professionalism

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## 1. Introduction

Government policies in the education sector, namely the 2013 curriculum have been implemented in stages starting

in the 2013/2014 school year, and simultaneously implemented in 2014/2015. The expected output from the implementation of the curriculum is to produce Indonesian people who are productive, creative, innovative, and effective by strengthening attitudes (know why), skills (knowhow), and knowledge (know what) as a whole. The 2013 curriculum learning approach follows the characteristics and learning shifts in the 21st century. However, the implementation of the learning process has eventually returned to the 2006 School-Based Curriculum (SBC). Olibie [1] recommend that principals seriously improve the practice of planning, organizing, coordinating and curriculum practices and efforts to achieve excellence in school planning in curriculum and learning. On the other words, it can be said that to achieve their goals, the principal needs to improve teacher professionalism.

Every policy related to learning activities in schools are made by a principal. The principal directs the teachers to improve their professionalism because it is the teachers who carry out operational activities in all forms, patterns, and changes in the curriculum. As it is today, when various learning models related to the 2013 curriculum are being trialed, it is the teacher who is very instrumental in implementing them. Policies made by the principal as a leader will be made as part of improvement, especially in the learning model and in other curriculum components or elements related to the trials.

The existence of policies in a school organization is very important that they are used as guidelines for behavior in various strategic activities to achieve school goals. The policy thus covers all instructions at the school. In other words, the policy is the result of careful top management decisions essentially in the form of goals, principles and rules made by the principal to optimize its tasks in operating the school towards a better direction to improve the quality of education. It is undeniable that there are

obstacles encountered by the school principal in the implementation of the program that has been formulated. The principal is an important component and plays an important role in improving the quality of teachers by empowering all potentials in the school environment.

Given the enormous role of the principal as a policymaker in schools to improve teacher professionalism, there are questions to answer: Do the teachers in Indonesia have enough qualifications for this? Do these teachers have professional qualities in that direction? Professionally, teachers have the will and commitment to improve the 2013 curriculum so that some schools were once assigned as the schools that coordinated the implementation of the 2013 curriculum implementation assistance in their school clusters. Based on interviews, the principals state that the current obstacle faced by the state senior high schools in Medan, North Sumatra, Indonesia, is the difficulty in establishing good relations or cooperation between teachers and students. This difficulty occurs due to lack of professionalism of teachers, terms of responsibility, discipline and strategy to deal with the problem. Thus, the principals need to formulate policies to solve this problem because success in the learning process for students depends on good cooperation between the school and parents of students. The responsibility of the teachers as the student companions at school is very necessary because this is not only the responsibility of the counseling teachers but all teachers.

Based on the explanation above, the researchers are interested in conducting further research on the formulation of the principals' policies in improving teacher professionalism.

## 2. Research Methods

The principal conducted a policy analysis professionally to improve the quality of teaching carried out by the teachers. Based on previous research, it is reasonable to suspect that the principal's policies and teachers' pedagogical competence significantly influence the teacher's performance both separately and jointly. For this reason, researchers will examine in more depth the influence of the principals' policies and teachers' pedagogical competence on teacher performance.

This study uses a qualitative approach as stated by W. Creswell [2] that: qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. One way to understand a concept is to identify its characteristics.

According to MB Milles [3] he writes that: "Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. The information or data collected and analyzed is primarily (but not exclusively) non-quantitative in

character, consisting of textual material such as interview transcripts, field notes, and documents, and/or visual material such as artifacts, photographs, video recordings, and the Internet sites, that document human experience about others and/or one's self in social actions and reflexive states"

This study aims to determine teacher professionalism through the principals' policies. The results of the study are presented naturally according to what is happening in the field. Therefore, this research is a descriptive study that exposes naturally the facts found in the field about teacher professionalism.

### 2.1. Research Subjects

To obtain data for this study, the researchers used a purposive sampling technique. P. Prabhat [4] states that "Sampling is a small group selected as a representative of the whole universe. It works with the objective to obtain accurate and reliable information about the universe with minimum of cost, time and energy and to set out the limits of accuracy of such estimates. It makes exhaustive and intensive study possible with much less time, money and material. It's more popular in research work".

Purposive sampling is a data collection sampling technique with particular considerations, for example, the samples can be chosen because they are considered to know better about what the researchers expect, or maybe they are people who have authorities so that it will be easier for researchers to explore the object/social situation under study.

The researchers conducted research on teachers at high schools in North Sumatra. The focus of this research is the professionalism of teachers at senior high schools. The subjects of this study were teachers, principals and school supervisors. The subject of this study provides complete and accurate data on improving teacher professionalism through the principals' policies.

The criteria needed include: 1) subjects who have been long enough dealing with an activity that is the target of research, 2) subjects who are currently active in the activities that are the target of research, 3) subjects who are innocent who are currently active in activities that are the target of research, 4) subjects who have plenty of time to provide information, 5) subjects who were previously unfamiliar to researchers. The sampling technique does not represent the population, but is based on relevance and depth of information while still referring to themes that emerge in the field.

The purposive sample was conducted by asking people about the suggestion for the next person to collect the widest data and then narrow and sharpen those data according to the focus of research i.e. the selection of informants addressed to teachers, principals, Kaur and supervisors in secondary schools. Meanwhile, it is further adjusted to the selection of sources that are relevant to the

focus of research and the depth of information expected using data collection techniques. The information collected include the principals' policies regarding teacher professionalism, teacher performance, factors influencing principals' policies towards teacher professionalism. The samples were collected by interviewing principals, teachers and supervisors, and observing teaching and learning activities from the beginning hours of teaching and learning to the end lesson hours, not to mention interviewing deputy principal of curriculum at schools.

The subjects in this study are explained in detail as follows: 1) the teachers who can be used as subjects in this study are all High School teachers in North Sumatra Province, but due to time and cost constraints, the authors take one of the pilot schools in Medan, i.e. SMA Negeri 5 Kota Medan, 2) The second research subject is the principals of SMA Negeri Kota Medan. 3) The third research subject, Deputy Principals of SMA Negeri Kota Medan who know better about the ability of teachers in making or compiling Lesson Plans. 4) The fourth research subject is the Supervisor assigned to SMA Negeri 5 Kota Medan.

Non-human sources were explored based on relevance and depth of information with a focus on research such as vision, school mission, written regulations or written policies, curriculum and learning documents (Lesson Plan), teacher attendance list, teacher portfolio, etc. to see an increase in teacher professionalism. Key Information (*Key informant*) in this study is the principal and teachers. Full informants are described in the following table:

No	Informant	Number of Informants
1	Principal	1
2	Deputy Principal of Curriculum	1
3	Teacher	5
4	Supervisor	1

## 2.2. Research Instrument

Instrument in this research the researcher acts as the research instrument because in research that uses a qualitative approach the researcher is the main instrument. This is because the researcher as a sensitive instrument can react to meaningful stimuli from the environment. The researcher can adapt to all aspects of the situation and collect various data at once. Only humans as an instrument can draw conclusions based on data collected at a time and immediately use it as feedback to obtain confirmation, change, improvement and rejection.

In this study, researchers used more than one research instrument, all of which are tools used by researchers to obtain accurate data. W. Creswell [2] says that "Researchers use instruments to measure achievement, assess individual abilities, observe behavior, develop a psychology profile of an individual, or interview a person"

Based on the opinions above, researchers need to compile research instruments to capture data/information needed in this study. Researchers themselves who can capture the meaning and interpret phenomena and symbols in high schools in North Sumatra Province in the form of report descriptions. Researchers came to the research site with the focus, conceptual framework, samples, and initial questions that had been prepared as interview questions. To obtain information, researchers used the method of observation, in-depth interviews, study documents and field notes, explaining non-verbal cues. In order to overcome the limitations of the five senses and memory, researchers used a tape recorder to record conversations, cameras to document events, photocopies of documents, information obtained through the three methods were then typed into interview transcripts, transcribe the observations, transcribe the documentation in the form of interview descriptions, observations and documentation.

For that reason, the researcher compiled an outline of research instruments. The researcher uses the research instruments consisting of observation guidelines, interview guidelines, and documentation. Furthermore, the research instrument will be more clearly discussed in the data collection techniques section.

To explore information in gathering data, the researchers departed from the basic questions, namely: 1) who wants to find? 2) how to find? 3) who chooses the capacity to inform the case to be found?

The data were explored by questioning who, how and why. Question of "what will be found" became a guideline for researchers on the subject matter and things that must be considered in gathering data and identifying cases. The question "how" became an attempt to use the method used by researchers to obtain the complexity of the information they wanted to know or find. The question "who" refers to sample selection. The question "why" points to reasons for the urgency of finding and analyzing data.

## 2.3. Data Analysis Techniques

To find the meaning of the data and information collected, the data and information are analyzed and classified to answer the research questions.

In qualitative research, data is obtained from various sources using data collection techniques. The data obtained are generally qualitative data, although quantitative data can also be accepted. However, this makes the data analysis techniques used don't have a clear pattern. In terms of data analysis, C. Bogdan [5] states that, data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In some books, it is often called data processing while in other books the term used is data preparation or data analysis. Data analysis is the

process of finding and categorizing processed data from interview results, field notes, and other sources systematically so that they can be easily understood and shared with others.

Based on the explanation above, it can be concluded that the data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking them down into units, synthesizing them, compiling them into patterns, choosing which data are important to be studied, and making conclusions so that they can be easily understood.

Data analysis was carried out continuously based on field notes to find information about the formulation of the principals' policy in increasing the professionalism of teachers in senior high schools in North Sumatra. Data analysis was inductively moving from data/facts categorized towards higher abstraction levels, synthesizing. This study used interactive model data analysis consisting of three activities that occurred simultaneously, namely data reduction, data presentation and drawing conclusions. This study used three lines of research.

First, data reduction was carried out on the policy of the school principal in improving the professionalism of teachers related to the policies in learning activities at school, teacher performance and factors that influence the principals' policies in accordance with the research objectives.

Second, data presentation is the process of providing a set of information that has been compiled that allows to draw conclusions. Considering the data presentation is very important, the researchers used a format to convey information for analysis needs. The format intended here is in the form of a matrix as a typical form of data presentation. Therefore, the researchers chose a matrix, which was done repeatedly, selectively, leading to research questions. The process of presenting or displaying this data started from developing the matrix structure to entering the data into the matrix.

Third, conclusions were made during the research process and carried out repeatedly. The results are expected to be a financial decision on the results of research.

In the final report, the researchers presented the data needed by the reader to fulfill one of the qualitative researchers' responsibilities, i.e. the researchers must provide a database for the reader, and maintain the essence of openness in qualitative research.

### 3. Result

This section presents the results of the research that captures a picture of the behavior of high school principals in North Sumatra in the formulation of policies to improve the competence, discipline, responsibility, and performance of teachers in carrying out their duties at

schools. In other words, the data from this research can answer the research questions that were formulated at the beginning of this paper.

After presenting the research results, this section will discuss the meaning contained behind the facts collected in the field during the research. Based on the explanation above, this section also presents a description of the data and discussion of the results of the study.

The results of the interviews and observations field revealed that the principals had effectively and responsibly formulated policies for the success of education in their schools. The policies that become the focus of this research are those concerning with the principals' actions in improving the professionalism of teachers in terms of competence, discipline, responsibility, and performance of teachers in carrying out their duties.

Public High Schools in North Sumatra Province, Indonesia are the same as High Schools in Indonesia in general. They have a three-year education period, starting from class X to class XII (grade 10 to grade 12). In 2007, the public senior high school implemented the School-Based Curriculum (SBC) after previously using the Competency-Based Curriculum (CBC). Then, the School-Based Curriculum (SBC) was replaced with the 2013 Curriculum (K-13) after the Ministry of Education and Culture established a new curriculum unit.

For more details on how the principals formulate policies, the following are the results of interviews, observations, and study documentation that the authors are in high schools in North Sumatra.

#### 3.1. The Formulation of the Principal's Policies in Improving Teacher Professionalism

The formulation of policies by the principals in improving the professionalism of teachers is carried out if there are teachers having poor performance in terms of the ability to prepare lesson plans in the teaching and learning process. Based on an interview with one of the teachers, he explained that:

The principal expects us, teachers, to prepare lesson plans that are adjusted to the applicable curriculum and in accordance with their respective expertise to improve student learning achievement. With the policies put forward by the principal, we try to improve our professionalism by asking for guidance from the principal. The school principal is also advised to attend seminars, workshops and training.

The interview results above show that the policy made by the principal to improve the ability of teachers is assigning teachers to attend seminars, workshops and training. Meanwhile, from the interview results, a school principal explains that:

I make written and oral regulations in accordance with the vision and mission of the school by involving teachers and formulating activities to improve teacher

professionalism.

From the interview above it was explained that with the policies the teachers can teach well so that students can understand the lessons more easily and they can feel the comfort during school, which may result in a better quality of education.

Improving the professionalism of teachers has become a priority for principals so that the quality of education provided to students improves from year to year. To achieve this goal, the school principal implements policies that have been prepared and run regularly. In interviews with a principal about how efforts were made to improve teacher professionalism, he said that:

I ask all teachers to prepare good and complete lesson plans, and if they experience difficulties, the teachers and the principal will discuss them with each other to help and solve the problems together. I also invited school supervisors to provide guidance to teachers who had difficulties in preparing lesson plans or mastering the lesson material being taught.

The principal also formulated a policy to improve teacher professionalism by making a mandatory reading regulation, as explained in an interview with one of the teachers below:

All teachers and students are required to read a book from 7:15 am until 7:30 am. A mini library has been installed in every corner of the school. There are 20 mini libraries with 100 books in each library. We, teachers, are very pleased with the policy which tries to improve the reading interest of the students and teachers.

Such a policy encourages teachers to do their best in teaching both in the classroom and outside the classroom, that is, by providing direct examples. This explains that the principal believes fully in all teachers for all their commitments. In addition, the principal also communicates directly with students and sees firsthand the methods used by the teacher for each of their lessons and classes. By this way, everything the teacher does will automatically be known by the principal. The policy can be implemented well due to mutual respect and trust between the principal and teachers and among the teachers.

Other policies that the school principal did were to ask supervisors at the North Sumatra Province Education Office to supervise school every month. The interview can be transcribed as follows:

What other policies did you make to improve teacher professionalism?

I sent a request letter to the Education Office asking the supervisor to supervise our school every week. This is based on the results of a meeting with all school members, and we have set aside operational costs from BOS (School Operational Costs) and contributions from teachers and parents through the school committee.

This was reconfirmed to the teacher to find out the principals' policy regarding the implementation of

supervision by the supervisor.

Every week, our school is supervised by a supervisor from the Education Office. We are very happy because it really helps us improve our performance as teachers. Activities like this will increase our professionalism as teachers.

Then, interview with the supervisor from the Education Office stated:

I was assigned in SMA 5 Kota Medan to supervise every week. The teachers are very happy that I am there to supervise.

Therefore, it can be concluded that the teachers are very happy with the policy set by the school principal for supervision by the supervisor from the Education Office every week with operational costs from BOS funds and contributions from teachers and parents through the school committee.

Interview with deputy principal of curriculum. "Is there an increase in the ability of teachers to develop lesson plans, when the principal makes a policy to bring in supervisors from the Education Office?" The supervisor explained:

I see that the principals' policy of weekly supervision makes the teachers able to develop lesson plans and creativity in delivering material in accordance with development of technology.

Therefore, it can be concluded that this policy is very meaningful for improving teacher professionalism.

### **3.2. Factors that Influence the Formulation of Principals' Policies in Improving Professionalism**

Based on the results of interviews, the principal states that:

I have formulated policies on appropriate guidance according to procedures and regulations from the Provincial or District Education Office. I direct the teachers to improve their work performance because this will show that they are professional teachers and should be given with awards or rewards.

Based on the results of the interview, one of the factors influencing teacher professionalism is the provision of good and appropriate guidance. Time discipline is one key to success and commitment of teachers. The principal wants to improve his school performance at the regional and national levels. In this case, what needs to be sought is to support and improve teacher performance and provide examples for students.

In an interview with a teacher about the efforts made by the principal so that the teacher has the enthusiasm and willingness to improve professionalism, the teacher explains that:

We are very pleased with the principal who gave us a commitment and a good example. The principal makes policies to respect work performance of teachers and staff and always provides support to improve professionalism.

Based on the above interview it can be concluded that

teacher commitment is one of the factors to increase teacher professionalism. High professionalism is very instrumental in increasing the effectiveness and efficiency of teacher work. By becoming professional teachers, they are expected to be able to act constructively, confidently, and have a sense of responsibility and love for their work as educators, instructors or trainers.

The principals provide direct examples through his actions on all matters related to increasing the professionalism of teachers and others in order to raise their school's prestige. Achievement at the regional and national levels, as well as the good name of the school, is the major goals to be achieved as the main factors to improve the teacher and student performance.

Another major factor influencing school principals in making policies to improve teacher abilities is sending teachers to pursue a master's degree and improving individual commitment to educational organizations.

## 4. Discussion

The data regarding the formulation of the policy of the principal of the High School in North Sumatra presented above shows something interesting. Furthermore, the results of the research will be discussed in detail by expressing the meaning behind everything that has been done by the school principals.

### 4.1. The Formulation of the Principal's Policies in Improving Teacher Professionalism

The formulation of policies by the principals in improving the professionalism of teachers is carried out if there are teachers having poor performance in terms of the ability to prepare lesson plans in the teaching and learning process.

The interview results above show that the policy made by the principal to improve the ability of teachers is assigning teachers to attend seminars, workshops and training. M.F Alsobaei [6] says that "it is anticipated that based on the findings, those principals will have an interest in meeting the needs of the teacher leaders who have to get training and support to develop as an effective coach."

The principal makes written and oral regulations in accordance with the vision and mission of the school by involving teachers and formulating activities to improve teacher professionalism.

From the interview above it was explained that with the policies the teachers can teach well so that students can understand the lessons more easily and they can feel the comfort during school, which may result in a better quality of education.

Improving the professionalism of teachers has become a priority for principals so that the quality of education

provided to students improves from year to year. To achieve this goal, the school principal implements policies that have been prepared and run regularly.

The principal also formulated a policy to improve teacher professionalism by making a mandatory reading regulation, all teachers and students are required to read a book from 7:15 am to 7:30 am. A mini library has been installed in every corner of the school. There are 20 mini libraries with 100 books in each library. G. Pamela [7] "The resources they provided, the learning environments they created, and the conversations they created, and they provoked proved to be consequential in shaping both teachers' concerns and their opportunities for learning"

Such a policy encourages teachers to do their best in teaching both in the classroom and outside the classroom, that is, by providing direct examples. This explains that the principal believes fully in all teachers for all their commitments. In addition, the principal also communicates directly with students and sees firsthand the methods used by the teacher for each of their lessons and classes. By this way, everything the teacher does will automatically be known by the principal. The policy can be implemented well due to mutual respect and trust between the principal and teachers and among the teachers.

Principal's priority towards the professionalism of teachers aims to improve the quality of education provided to students. To achieve this goal, the school principal implements policies that have been prepared and run regularly. This policy will encourage the enthusiasm of all teachers to do better every time to achieve a common goal. So, in this case, the principal's ability to make his goals become the goal of all teachers in the school is his expertise as a leader. A. Kraft [8] writes that: "the roles and responsibilities of school principals have evolved continually over the last century in response to shifting policy landscapes and public expectations and providers of professional development. They shape the experiences of teachers and students through these interrelated roles". The principal has a very strategic role in creating professional teachers because professional teachers need leaders and leadership of professional school principals. It is clear that the principal is a determining figure for the success of a school in achieving its goals because the principal is a determiner and policymaker. The principal acts as an educator, covering two main points, namely the target or to whom the behavior as an educator is directed. The second is how the role as educator is carried out. B. Paul [9] argues that:

School principals exercise significant influence on teacher professional development. We identify four areas where principals have the opportunity to have a substantial impact on teacher learning. These include: 1) the principal as an instructional leader and learner; 2) The creation of a learning environment; 3) direct involvement in the design, delivery and content of professional

development; and 4) the assessment of professional development outcomes.

There are three main target groups, namely the teachers or other functional staff, administrative staff and groups of students or students. The three targets are human beings who have psychological and physical elements that differ from one person to another. Human life is always controlled and determined by psychological and physical conditions.

Improving student achievement and behavior is evidence of the success of teachers in improving the ability of all students. With this policy, the principal has made all teachers unable to rely on rhetoric to prove and improve their abilities, but the results of their actions will be seen in the morale and ability of students to master the lessons given by the teacher to students. The policy creates a situation where the teacher's attitude towards the principal will be the same both in front of and behind him. Nothing can be engineered because the principal also communicates with the same students as all the teachers.

Such policies trigger teachers to do the best they can in the way they teach in class and provide direct examples. This explains that the principal believes fully in all teachers for all their commitments. In addition, the principal also communicates directly with students and sees firsthand the methods used by the teacher for each of their lessons and classes. This method, by itself, makes all the things teachers do will be known by the principal who conveyed it in an official meeting with all teachers. This is what makes all teachers successful because students are evaluated directly and indirectly.

#### **4.2. Factors That Influence the Formulation of Principals' Policies in Improving Professionalism.**

One of the factors influencing teacher professionalism is the provision of good and appropriate guidance. Time discipline is one key to success and commitment of teachers. The principal wants to improve his school performance at the regional and national levels. In this case, what needs to be sought is to support and improve teacher performance and provide examples for students. C. Kathryn [10] explores that "High quality teachers are essential for improving the teaching and learning of mathematics and science, necessitating effective professional development (PD) and learning environments for teachers. However, many PD programs for science and mathematics teachers fall short because they fail to consider teacher background, experience, knowledge, beliefs, and need. To develop more effective PD systems, it is necessary to assess and identify teachers' PD needs, expectations, experiences and constraints."

The principal makes policies to respect work performance of teachers and staff and always provides support to improve professionalism. Teacher commitment is one of the factors to increase teacher professionalism.

High professionalism is very instrumental in increasing the effectiveness and efficiency of teacher work. By becoming professional teachers, they are expected to be able to act constructively, confidently, and have a sense of responsibility and love for their work as educators, instructors or trainers. In [11], Borich argues the characteristics of a good teacher such as personality, attitude, experience, and aptitude/achievement form.

The principals provide direct examples through his actions on all matters related to increasing the professionalism of teachers and others in order to raise their school's prestige. Achievement at the regional and national levels, as well as the good name of the school, is the major goals to be achieved as the main factor to improve the teacher and student performance.

Another major factor influencing school principals in making policies to improve teacher abilities is sending teachers to pursue a master's degree and improving individual commitment to educational organizations.

(2) Factors influencing the principal's policies to provide a direct example through his actions on all matters related to improving the professionalism of teachers and others are the raising of prestige of the school he leads. Chris [12] says there is a good understanding about the central and even critical place of policies in school management and about the fact that policies have an important role to play as directives or guidelines for the day-to-day operations of a school; and he mentions that there are a number of factors that are allegedly contributed to the principal's policies as a leader, including the personal conditions of the principal, school organizations, and the external environment.

With these various policy factors, overall, the school principal wishes that the school he leads can participate in events and competitions at the provincial and national levels as well as other high achieving schools. The wish becomes a trigger for the principal to improve all systems there. The principal realizes that the support of all teachers is an important capital for all his policies, so he treats these teachers as coworkers, not as subordinates. If all teachers have supported these policies, the school principal only monitors the process without having to involve himself more. By rewarding all teachers, the teachers feel that the principal's goal is a shared goal. W. Ben [13] explains that "utilizing its provision to support education is because the way the policy is oriented is in pathological categorization, standardized outcomes and delineation of services rather than integrated"

This factor makes them ready to carry out all the agreements in the decision-making meeting, which previously was the factor that drove the school principal.

The results also showed that the success of school principals' leadership in improving teacher professionalism was through the policy of empowering routine activities with their fields. In principle, the level of success of a school principal in improving teacher

professionalism can be measured based on his own actions. Teacher professionalism will open the door to successful school achievements.

Based on the opinion above, it can be said that the success of the principal in increasing the commitment of teachers depends on the policies and actions carried out by the principals and mentored teachers, these actions are carried out based on the applicable rules and regulations. The principal can also display the type they have so that the teacher can be influenced by the type of commitment expressed by the principal.

## 5. Conclusions

The formulation of the policy of high school principals in North Sumatra towards improving the professionalism of teachers aims to improve the quality of education provided to students from year to year. To achieve this goal, the school principal implements policies that have been prepared and run regularly. This policy will encourage the enthusiasm of all teachers to do better every time to achieve a common goal. So, in this case, the principal's ability to make his goals become the goal of all teachers in the school is his expertise as a leader.

Factors influencing the policy of principals of senior high schools in North Sumatra by giving direct examples through their actions on all matters related to improving teacher professionalism and others are to raise the prestige of the schools they lead. Achievement and good name of the school are a major goal to be achieved as a major factor that makes it have a strong commitment to improve the resources of the teachers and students, which results in the achievement of goals and good name of the school.

## Recommendation

From the conclusion, the following recommendation will be formulated as an alternative solution to maintain good conditions and improve imperfect conditions. These recommendations are as follows:

1. The formulation of the principal's policy has proven successful in increasing the performance and ability of teachers to become professional teachers and more principals should formulate policies to improve teacher professionalism so that student achievement can be increased.
2. The leadership system in the form of good school principal policies has been successfully implemented by the principal of SMA Negeri 5 Kota Medan. This should be published on the website of the Medan City Education Office and the North Sumatra Provincial Education Office to be more easily applied by other secondary schools in North Sumatra Province.
3. The government should send a team to personally

examine the principal's leadership system in making policy formulations in the Province of North Sumatra so that the best schools can be awarded. With the recognition and appreciation of the principal who is able to implement the best system, other school principals will be inspired to implement the best system in their own schools.

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