THE APPLICATION OF PRINCIPAL LEARNING LEADERSHIP IN IMPROVING TEACHER PROFESSIONALISM AT BRODER KANISIUS PONTIANAK ELEMENTARY SCHOOL

Benediktus Gole Atawolo¹*, Agung Hartoyo², Aswandi³

¹Tanjugpura University, Pontianak, Indonesia
Email: atawologole@gmail.com (*Corresponding Author)

²Tanjugpura University, Pontianak, Indonesia
Email: agung.hartoyo@fkip.untan.ac.id

³Tanjugpura University, Pontianak, Indonesia
Email: aswandiwk@yahoo.com

Abstract. This study describes the application of principal learning leadership in increasing teacher professionalism at Brother Kanisius Elementary School, Pontianak. This research is descriptive research with a qualitative approach. The subjects of this research were school principals and teachers. Observation, interviews and documentation were carried out for data collection. Data analysis goes through stages: reduction, display, and conclusion. The data validity technique uses technical triangulation and data source triangulation. The results of the study show that the application of the Principal's learning leadership in improving teacher professionalism in the Brother Kanisius Pontianak Elementary School, namely: (1) The effectiveness of the Principal's learning leadership in building and maintaining the school vision at SD Brother Kanisius Pontianak is perfect and practical. The Principal is always committed and guided by the school's vision in managing and leading the school. (2) The Principal in leading the learning community, which has an influence on the professionalism of teachers at the Brother Kanisius Elementary School in Pontianak, has been very good with the improvement in the performance of the teaching and education staff at the school as well as the achievements achieved by students both academically and non-academically. (3) The Principal's learning leadership in using data and monitoring the curriculum when making decisions in learning at the Brother Kanisius Elementary School in Pontianak has been carried out effectively, and the results are excellent. The school principal has developed an academic supervision program to increase teacher professionalism, conduct academic supervision of teachers using appropriate supervision approaches and techniques, and assess and follow up on supervision activities. (4) Obstacles in implementing the Principal's learning leadership have been overcome by collaborating with the entire school community and related agencies.
INTRODUCTION

Education is an essential part of the national development process. Education is also a determining factor in a country's economic growth. Through education, human resources can develop, considering the importance of improving and developing human resources on an ongoing basis to fulfil policies to improve the quality of education (Wahyudi et al., 2019). It is essential to find solutions to improve the quality of education in changing times that move very quickly. One component that can determine education is the teacher. Teachers play a vital role in improving the quality of education and learning. Law Number 14 of 2005 concerning Teachers and Lecturers states that the role of teachers as learning agents must be facilitators, motivators, drivers, learning engineers, and learning inspiration for students. Apart from that, teachers also have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, primary, and secondary education. To carry out their role, the teacher must have competencies that can support them. Apart from that, teachers also need to continually improve their competence, always following the flow of developments in information and technology (Kagermann, 2014). To carry out their role, teachers must have competencies supporting this. Apart from that, teachers also need to continually improve their competence, always following the flow of developments in information and technology (Kagermann, 2014). To carry out their role, the teacher must have competencies that can support them. Apart from that, teachers also need to continually improve their competence, always following the flow of developments in information and technology (Kagermann, 2014).

As learning leaders, teachers must be able to adapt and adjust to the challenges of current developments or the industrial era 4.0 (Burritt & Christ, 2016). It is essential to improve the quality of teachers in schools. In improving the quality and competence of teachers, apart from the teacher himself, there needs to be a role of a learning leader or school principal. The Principal is a functional teacher assigned to lead the school, which carries out the teaching and learning process or where interaction between educators and students occurs in the learning process (Priansa, 2014).

One of the competencies that a school principal must possess is leadership. In organizations/institutions, both profit and non-profit, many leadership models are adopted and implemented in schools.
However, the learning leadership model is considered the most suitable for application in schools (instructional leadership or leadership for improved learning). Learning Leadership is one of the efforts made by school principals to develop a productive and enjoyable work environment to create adequate learning conditions (Eggen & Kauchak, 2004). Meanwhile, according to Bush and Glover (2013), learning leadership is leadership focusing on components that are closely related to learning, such as curriculum, teaching and learning processes.

Many previous studies have concluded that the learning leadership implemented by school principals can produce better student learning achievements than school principals who do not focus on learning leadership. Unfortunately, not all school principals can implement this learning leadership model. Bafadal et al. (2022) stated that competence of school principals should ideally be able to push towards improving quality and excellence.

Based on the results of Stronge's (1988) research, it was found that only 10% of school principals focused on learning leadership in schools of all the work that had to be done by school principals. The Principal, as an effective leader, can develop a more operational leadership concept by implementing clear learning objectives, becoming a resource for educators and educators, creating a school culture and climate that is conducive to the school community, communicating the school's vision and mission to the school community (Amiruddin et al.; M., 2021). Moedjiono (Alhabsyi et al., W, 2022) stated that in carrying out his function as an educator, the school principal must have the right strategy to increase the professionalism of the education staff in his school. It is creating a conducive school climate, advising school residents, encouraging all education staff, and implementing exciting learning models such as team teaching, moving classes, and holding acceleration programs for intelligent students above normal. Until now, there are still many school principals who only focus on their duties and roles as managers, administrators, supervisors and instructional leaders. It has been due to the need for more training in learning leadership. In addition, there needs to be more time for school principals to carry out learning leadership.

Stronge, Ricahrad, and Catano (2013), in their book "Qualities of Effective Principal", emphasize that the quality of an effective principal consists of the qualities of: (1) learning leadership; (2) school climate; (3) human resource administration; (4) teacher evaluation; (5) organizational management; (6)
communication and community relations; (7) professionalism; (8) the role of the Principal in student achievement. School principals need to implement learning leadership in schools. It is because the Principal's learning leadership significantly contributes to improving student achievement.

Learning leadership must be focused on the activities of the school community to achieve the goals of the school's vision and mission. In building the learning community of its citizens and turning the school into a learning school, the Principal must be able to apply learning leadership in the school he leads.

The Principal's learning leadership has a vital and strategic role in improving teacher professionalism and student learning achievement in their school. Experts argue that the Principal's instructional leadership is the main predictor influencing the quality of education (Stronge et al., 2013; Glickman, 2002; Oliva, 1983; Fullan, 2007; Miller, 2018). In line with this opinion, Paul W. Miller (2018), in his book "The Nature of School Leadership," said that school leadership is an essential element for success and failure. The Principal plays a role in improving and streamlining the school. Furthermore, Carl D. Glickman (2002), in his book "Leadership for Learning", emphasizes that very successful schools typically do not have more time and resources,

The several opinions mentioned above confirm that the Principal's learning leadership contributes significantly to increasing the resources of both students and improving the professionalism of educational staff in the school environment. Therefore, school principals need to implement learning leadership in schools.

In realizing the role of the Principal in learning leadership, Stronge, Richard, and Catano (2013) stated that there are five essential things that a school principal must have in learning leadership, namely: first, maintaining and building the school's vision, in the sense that the Principal must have a clear vision so that all components of the school can implement it. Second, shared leadership, in the sense that the Principal must create opportunities for teachers to work together and share in each other's learning practices. Third, leading the learning community means that the Principal must be active and participate as a learner with his teacher. Fourth, using data to make teaching decisions means that school principals must have basic skills in using data (numerical literacy) to create direction and goals, develop school staff and reorganize school organizations. Fifth, monitoring the curriculum and learning, meaning that the Principal believes that teachers can implement learning effectively
but still monitors learning by visiting classrooms regularly and ensuring the results.

In learning leadership, school principals need professional teachers to help realize the school's vision and mission. Because the teacher is an important element in the learning process, the teacher can determine all forms of policy in the education sector and achieve educational goals. Therefore, achieving quality and quality schools is largely determined by professional teachers. Teachers who can adequately manage themselves and carry out their daily duties and responsibilities are professional. Teacher professionalism is seen as a process from ignorance to knowing, from immaturity to maturity, from being directed by another person to being self-directed.

Law No. 14 of 2005 says that a professional is a job or activity carried out by a person and becomes a source of income for life that requires expertise, skills or abilities that can meet quality standards or certain norms or rules and require professional education.

In the task of professionalism, the teacher must have qualities that include responsibility, discipline, independence, and authority in carrying out the role of a teacher. In other words, teacher professionalism is seen from the teacher's ability to carry out their duties and needs to consider the commitment aspect. In line with the explanation above, Glickman (1981) classifies the criteria for teacher professionalism from two sides, namely the ability to think abstractly (abstraction) and commitment (commitment). The ability to think abstractly is related to teacher education, knowledge, and experience. Meanwhile, commitment is a strong will to carry out tasks with full awareness and a high sense of responsibility.

Based on the explanation above, to improve the quality of education, the Principal's learning leadership is essential, which can influence teachers to improve their professionalism, but in reality, what researchers found when conducting initial observations at Brother Kanisius Elementary School, Pontianak, found that the majority of teachers at Brother Kanisius Elementary School Pontianak already have an undergraduate qualification but there are still several teachers who do not understand how to make teacher administration, such as; syllabus, annual program, semester program and designing a Learning Implementation Plan (RPP). Teachers prefer to download teacher administration obtained from the internet without revising it first to suit the situation or circumstances at school. Another finding was the need for teacher professional development and improvement and the lack of personality development and improvement in terms of...
teacher commitment or motivation at work. On the other hand, foundations or educational institutions appoint teachers without considering the extent of the expertise, loyalty and dedication of the prospective teachers. Teachers play an essential role in education, where teaching and learning activities contain elements of imparting knowledge (transfer of knowledge) and instilling values (transfer of value), which can improve the quality of learning and lead students to become people of noble character.

On the other hand, foundations or educational institutions appoint teachers without considering the extent of the teacher candidate's expertise, loyalty and dedication. Teachers play an essential role in education, where teaching and learning activities contain elements of providing knowledge (transfer of knowledge) and instilling values (transfer of values), which can improve the quality of learning and lead students to become people of noble character. On the other hand, foundations or educational institutions appoint teachers without considering the extent of the expertise, loyalty and dedication of the prospective teachers. Teachers play an essential role in education, where teaching and learning activities contain elements of imparting knowledge (transfer of knowledge) and instilling values (transfer of value), which can improve the quality of learning and lead students to become people of noble character.

Based on the description above, the researcher believes that it is essential to conduct research related to the implementation of principals' learning leadership in increasing the professionalism of teachers in elementary schools. Therefore, researchers will conduct more in-depth research on "The application of principal learning leadership in increasing teacher professionalism at Kanisius Elementary School Pontianak".

METHOD

The research used in this study is a qualitative research approach. Punaji (2015) explains that qualitative research sees individuals and their world interacting so that one does not annihilate each other; in other words, individuals depend on their social environment. Meanwhile, according to Bodgan and Taylor (in Moleong, 2017), qualitative research produces descriptive data in the form of written or spoken words from people and observable behaviour. Qualitative research is more about collecting data in the field based on the places where participants' experiences were obtained or the problems studied. Based on the expert's opinion, the researcher uses a qualitative research approach in conducting research.

Based on this, it was stated that the
Qualitative research method was carried out intensively; the researcher participated for a long time in the field, carefully recorded what happened, carried out a reflective analysis of various documents found in the field, and made a detailed research report. This type of research is descriptive research. It is in line with the opinion of Bodgan and Biklen (Moleong, 2017), who stated, "There are several terms used in qualitative research, namely naturalistic or naturalistic research or inquiry, ethnography, symbolic interactionism, inward perspective, ethnomethodology, the Chicago School, phenomenological, study case, interpretative, ecological and descriptive.

Qualitative research can produce descriptive information, providing a comprehensive and clear picture of the social situation being studied (Sugiyono, 2015). This type of research was chosen to describe implementing the Principal's learning leadership application in increasing teacher professionalism in the Brother Kanisius Elementary School in Pontianak.

A research location is a place where a researcher conducts research activities. In this study, the authors took field research. This research was located in one place, namely SD Bruder Kanisius Pontianak, which is located at Jl. Gusti Situt Mahmud No.96 Siantan Tengah Subdistrict, North Pontianak District, this is because this school has implemented the 2013 curriculum and has many achievements in the field of education. By choosing this school as a research location, it is hoped that it can be used as an example to implement quality learning in other schools and have many achievements. The primary data source in this study is the Principal as the leading actor in managing all kinds of activities in the school. The Principal plays a role in providing motivation and encouragement for teachers by using learning so that the implementation of the Principal's learning leadership in increasing the professionalism of teachers at the Brother Kanisius Elementary School in Pontianak is effective and efficient. The teacher is the leading actor in organizing all kinds of activities in learning. Teachers provide motivation and encouragement for students to learn by using effective and efficient learning media. Secondary data in this research is the preparation of the school vision, school program, distribution of teacher duties and teaching, teacher supervision schedule and other principal administration related to learning leadership. Apart from that, data from teachers such as syllabus preparation, annual programs, semester programs, Learning Implementation Plans (RPP),

To obtain data in this study, researchers used data collection techniques through
interview techniques, observation techniques and documentation techniques. According to Patton, data analysis is arranging and organizing data sequences into patterns, categories and basic descriptive units (Moleong, 2017, p. 280). This research stems from four activities: data collection, data reduction, data presentation and verification.

RESULTS AND DISCUSSION

1) The Effectiveness of the Principal's Learning Leadership in Building and Maintaining the School Vision at SD Bruder Kanisius Pontianak.

Effectiveness is a measure that states the extent to which goals/objectives (quantity, quality, and time) have been achieved. The effectiveness of the Principal's learning leadership referred to in the discussion of the results of this research is seen from the indicators of building and maintaining the school vision and making the school vision a guideline in managing and leading the school.

Successful leaders in the 21st century are those who have the vision, courage and humility to continuously learn and hone their skills and emotions Covey, 1997 (in Euis Ekawati, 2013). Meanwhile, Stronge, Richard, and Catano (2013) emphasized that a successful school is a principal who has a clear vision for the school he leads and requires a principal who makes maximum effort to ensure the quality of teaching in his school. The school principal who acts as a learning leader must carry out his duties according to the vision and mission developed together with the entire school community. Thus, a successful school principal must have a clear vision and be able to facilitate the development, dissemination, and implementation of a learning vision that is well communicated to all components of the school so that all school communities know the intended direction. As a visionary leader, the Principal greatly influences and needs to direct every component of the school to achieve the school's vision (Ismah & Agus, 2016).

Related to indicators of building and maintaining the school's vision and making the school's vision a guide in managing and leading the school. The Principal of SD, Bruder Kanisius Pontianak, who acts as a learning leader, has effectively built and maintained the school's vision. Commitment, loyalty, democracy and high discipline are the essential capital as a school principal in advancing and developing a school vision that we want to achieve together and making the school's vision a guide in managing and leading the school. It was revealed by the head of SD Bruder Kanisius Pontianak (Br. Martinus Tinyu Diaz, MTB) when the researcher asked, "What do you
do as a school principal in making learning leadership effective in building and maintaining the school's vision (Interview with Br).

The success of the Principal in building and maintaining the school's vision and using it as a guideline in managing and leading the school is primarily determined by the Principal's leadership as a learning leader. If the school principal can mobilize, guide and direct his members appropriately, all activities within the school organization will be carried out effectively.

According to Euis (2013), several things need to be considered by school principals in building and maintaining a vision, namely creating togetherness, creating opportunities for interaction and openness, involving other parties in each process, and developing an atmosphere of mutual trust.

The Principal of Brother Kanisius Pontianak Elementary School (Br et al., MTB) is wise in carrying out his duties and responsibilities as Principal at Brother Kanisius Elementary School Pontianak. He realized it was only possible to achieve the school vision that had been prepared with the cooperation and assistance of the entire school community.

2) Principal in Leading a Learning Community that Can Influence Teacher Professionalism at SD Bruder Kanisius Pontianak

The Principal's leadership in leading a learning community is defined as the Principal's ability to lead and mobilize all personnel (teachers, staff and employees) in the school to utilize existing resources to effectively and efficiently achieve educational goals. It is in line with the opinion expressed by Mulyasa (2013) that the school principal is the component that plays the most role in improving the quality of education. Ermita (2010) argues that the school principal is a component that plays a role in the management of educational institutions. It is necessary to organize good education and learning and involve the learning community to achieve maximum educational goals.

A learning community is an association where members have the same learning goals and interact with each other to realize these learning goals. Because they have the same goal, every member participates in every learning process (Chapman et al., 2006). Meanwhile, according to Zhu & Baylen (2005), a learning community is a group of several people with interests and goals that tend to be academic. The learning community focuses on group vision by sharing knowledge with academic goals.
Applying learning leadership in schools will build a learning community for its citizens and become a learning school. Learning schools have behaviours that include empowering school residents as optimally as possible, facilitating them to continue learning and re-learning, encouraging the independence of each school member, and encouraging school residents to be accountable for their work processes and results.

The school's learning behaviours referred to above have also been carried out by the head of SD Bruder Kanisius Pontianak (Br. Martinus Tinyu Diaz, MTB). Based on the observations of researchers, the things he did in leading learning communities in schools, such as preparing the curriculum together with the teachers' council and school committee, making a school education calendar, dividing teachers' duties and teaching hours, making lesson schedules and making class supervision schedules. He made and filed all this correctly and neatly in the Principal's office. (Observations and interviews with school principals, January 19, 2021).

In relation to increasing teacher professionalism, (Stronge et al., 2013) emphasize that effective school principals pay attention to the learning of all members of the school community to improve their members’ professionalism. School principals participate as learners with their staff, and effective schools have leadership that can facilitate significant development and improvement of school staff professionalism. In line with the opinion above, Euis Karwati (2013) stated that the school principal, as a leader, must be able to provide guidance and supervision, improve the professionalism of the educational staff, open two-way communication, and delegate all tasks.

Likewise, what was done by the head of SD Brother Kanisius Pontianak (Br. Martinus Tinyu Diaz, MTB). School principals have done several things in carrying out coaching, which has an impact on increasing teacher professionalism in schools, namely by routinely carrying out administrative and class supervision. Apart from that, it provides opportunities for all educational staff to develop optimal potential, for example, allowing subordinates to improve their profession through various upgrading courses, training, seminars and workshops, and webinars according to their respective fields (Based on interviews with school principals, January 19 2021).

What was done by the head of SD Bruder Kanisius Pontianak, shows that the Principal, as the learning community leader, must create and manage learning programs and have the right tips to improve teacher professionalism in his school. Then,
in leading the learning community, the Principal must effectively make his students' success and increase his teacher's professionalism the centre of his work. Principals must be active participants in building and developing learning communities in schools.

The researcher concluded that the Principal in leading the learning community, which could influence the professionalism of teachers at the Brother Kanisius Elementary School in Pontianak, was excellent and effective. In leading the learning community, school principals always provide opportunities for teachers, staff and employees to improve their teachers' professionalism in a persuasive, heart-to-heart manner. In this case, the Principal is very democratic in providing opportunities for all members to develop their potential optimally. Encouraging the involvement of their teachers in every activity at school as well as activities held by the Foundation and the Service. The Principal of Brother Kanisius Elementary School, in improving teacher competency, always uses an approach with subordinates that prioritizes brotherhood to build cooperation.

The results can be seen in the increased performance of school teaching and education staff. Apart from that, the achievements achieved by Brother Kanisius Elementary School students have been very satisfying both academically and non-academically. The academic achievements achieved by Brother Kanisius Elementary School are very good. It is based on the results of researchers' observations at Brother Kanisius Elementary School, where there were many trophies and award certificates displayed in the cupboard in the Principal's office and also in the teacher's office. So, in terms of the academic achievement of Brother Kanisius Elementary School students, there is no doubt.

Many of their students often win in O2SN activities, both at the sub-district, city, and national levels. It shows that the Principal's learning leadership in increasing teacher professionalism, which can impact student learning achievement at the Brother Kanisius Elementary School in Pontianak, has been successful. The achievements achieved by the school were preserved from the performance of the teachers and also the students.

The school, under the leadership of the school principal Br. Martinus Tinyu Diaz, MTB, has seen very drastic changes; this indication can be seen from the physical progress of the school. Its facilities and infrastructure are starting to be arranged in such a way and trying to implement the minimum standards mandated by the Foundation and the government.

As a learning leader who makes the school curriculum, the Principal will always want to know how far the process of implementing the school curriculum can be carried out effectively and efficiently, which ultimately benefits and assists the Principal in taking an action or decision for improvement. One way to make this happen is that systematic monitoring needs to be carried out properly and correctly.

According to Rusman (2009), monitoring is an activity that includes the process of collecting, analyzing, recording, reporting, and using management information about curriculum implementation and learning. Monitoring activities on the implementation of the curriculum are intended to find out to what extent the new curriculum is being implemented in schools and what problems or constraints are felt in the implementation of the curriculum.

Stronge, Richard, and Catano (2013) argue that effective school principals are skilled at collecting and using data to determine school effectiveness, sustainable school progress requires testing data, and better results are achieved when principals actively encourage all staff to analyze data to improve learning outcomes. Monitoring the implementation of learning is an activity of collecting, analyzing, recording, reporting and using management information about the implementation of learning activities. The focus of monitoring the implementation of learning activities is on the activities and level of achievement of the learning plans that have been made based on the goals that have been set.

Based on the results of observations and the results of the researcher's interview with the Principal of Brother Kanisius Pontianak Elementary School, it was found that the Principal's learning leadership in using data and monitoring the curriculum when making decisions in learning at Brother Kanisius Elementary School Pontianak had been carried out effectively, and the results were also excellent. It can be seen when the Principal of Brother Kanisius Pontianak Elementary School has prepared an academic supervision program in the context of increasing teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, then assessing and following up on academic supervision activities in the context of increasing teacher professionalism. Besides that, The Principal also encourages and maintains
teacher development through feedback and being in the classroom with the teacher to analyze the effectiveness of learning. Based on the interview results, to obtain data and prove whether the curriculum is running effectively, we conduct class supervision by frequently entering the class to see the implementation of learning carried out by the teacher and students in the class. Then, teacher administration supervision (syllabus, annual program, semester program, RPP and remedial program) is also carried out by the teachers. It is vital to do so in order to achieve the effectiveness of implementing learning in the classroom. In collecting data, the Principal creates work programs such as drafting, creating annual programs and preparing class supervision schedules. It is done to improve the quality of education and teacher performance and to maximize their potential. One of the programs is through supervision. Supervision carried out by leaders aims to improve work processes and results so that the supervision of supervision objects goes according to the increase in organizational performance capabilities and resources (Slameto, 2016). Meanwhile, Mahlopi (2022) stated that supervision is a process managed by schools to develop learning and teaching skills so that the teaching and learning process can be carried out effectively and efficiently. Supervision carried out by leaders aims to improve work processes and results so that the supervision of supervision objects goes according to the increase in organizational performance capabilities and resources (Slameto, 2016).

Meanwhile, Mahlopi (2022) suggested that supervision is a process managed by schools to develop learning and teaching skills so that the teaching and learning process can be carried out effectively and efficiently. Supervision carried out by leaders aims to improve work processes and results so that the supervision of supervision objects goes according to the increase in organizational performance capabilities and resources (Slameto, 2016).

Meanwhile, Mahlopi (2022) stated that supervision is a process managed by schools to develop learning and teaching skills so that the teaching and learning process can be carried out effectively and efficiently. Supervision carried out by leaders aims to improve work processes and results so that the supervision of supervision objects goes according to the increase in organizational performance capabilities and resources (Slameto, 2016). The head of SD, Bruder Kanisius Pontianak, emphasized that the Principal's learning leadership in using data and monitoring the curriculum when making decisions in learning is crucial because data sources provide information and direct action. With meaningful data, it is possible to monitor and evaluate the effectiveness of school programs. An effective school principal continuously analyses, thinks, and improves his ideas, strategies and actions. The Principal requires his staff to test
assumptions about their duties and how to carry them out. An effective school principal monitors the implementation of the standard curriculum and ensures that the curriculum is taught well.

With the ability to collect and analyze data correctly, school principals must have basic skills in using data (numeric literacy) to create direction and goals, develop school staff and reorganize school organizations. Using the correct data helps school principals consistently focus on improving learning. In other words, data-driven decision-making is critical.

4) The Factors Obstacles in the Principal's Implementation of Learning Leadership at the Brother Kanisius Elementary School, Pontianak.

The application of learning leadership in improving teacher professionalism, of course, there are obstacles faced by school principals. However, as a learning leader, the Principal must have the nature of never giving up and always looking for the best solution in dealing with the obstacles faced by the school.

Based on the observations and interviews with the Principal and teachers at Brother Kanisius Elementary School, the researcher concluded that obstacles in implementing the Principal's learning leadership, such as facilities and infrastructure, have been addressed well by collaborating with related parties. Other obstacles, such as violations committed by educators and education staff, the Principal has appropriately resolved as the person concerned was called, reminded, and advised well. Other obstacles, such as the low mental attitude of school principals, have also been overcome by asking for input and suggestions from colleagues and teachers at Brother Kanisius Elementary School.

Euis Karwati (2013) stated that school principals should have extensive knowledge and reliable skills to overcome all existing obstacles. The school principal needs to have this to control, influence and encourage teachers, staff and other employees to carry out their duties honestly, responsibly, effectively and efficiently. So, whatever obstacles are faced, they will be resolved well if there is good cooperation with all school residents and related agencies.
CONCLUSION

The results of the research show that the application of the Principal's learning leadership in increasing the professionalism of teachers at the Brother Kanisius Elementary School in Pontianak is as follows: (1) The effectiveness of the Principal's learning leadership in building and maintaining the school vision at the Brother Kanisius Elementary School in Pontianak is excellent and effective. The Principal is always committed and guided by the school's vision in managing and leading the school. (2) The Principal in leading the learning community, which can influence the professionalism of teachers at the Brother Kanisius Elementary School in Pontianak, has been very good, namely the improvement in the performance of teaching and education staff at the school as well as the achievements achieved by students both academically and non-academically. (3) The Principal's learning leadership in using data and monitoring the curriculum when making decisions in learning at the Brother Kanisius Elementary School in Pontianak has been carried out effectively, and the results are very good. The school principal has prepared an academic supervision program to increase teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and assess and follow up on supervision activities. (4) Obstacles in implementing the Principal's learning leadership have been overcome by collaborating with the entire school community and related agencies. The school principal has prepared an academic supervision program to increase teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and assess and follow up on supervision activities. (4) Obstacles in implementing the Principal's learning leadership have been overcome by collaborating with the entire school community and related agencies.

BIBLIOGRAPHY

Atawolo, B. G., Hartoyo, A., Aswandi., Application of Principal Learning Leadership in Improving Teacher Professionalism in Brother Kanisius Elementary School Pontianak


