

## **CHAPTER V**

### **RESEARCH CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusion of this study can be stated that school principals have provided what can be done to support the performance of teachers, and teachers have implemented various actions to develop the school, strengthen solidarity among teachers, and establish networks among them. In terms of professional leadership, both at the junior high school and senior high school levels, school principals have supported the commitments of teachers by facilitating subject teachers and meeting their requests. They have also shared teaching practices by organizing activities such as Subject Teacher Study Groups (MGMP), arranging for teachers to attend training at other schools, inviting teachers from other schools to exchange teaching practices, and collaborating with other schools for mutual sharing of teaching practices.

However, it can be observed that there are variations in the implementation of activities based on the schools' origin locations. In region 4, certain activities such as the distribution of teaching practices are not carried out due to poor road access and long distances, which prevent school principals from initiating such activities. Therefore for the school the The results indicate that the origin location of each school does have some influence, albeit on a small scale. This can be observed, where the school principal collaborates with other schools and invites teachers from other schools to share their teaching practices. Similarly, the school principal takes the initiative to arrange for teachers to visit other schools for training.

Therefore in the implementation of Shared Vision and Goals, both at the junior high school (SMP) and senior high school (SMA) levels, the teachers have taken the initiative to engage in discussions about students' needs and classroom dynamics. These discussions occur during meetings as well as in their free time. Additionally, the teachers consistently collaborate to share new teaching ideas, exchange thoughts, and initiate innovative practices, both in internal and external

school activities. The schools also actively involve teachers in making important decisions.

Significant variations in these activities can be observed based on the schools' areas of origin. For instance, the teachers have discussions on specific occasions and limited to certain subject teachers. On the other hand, the schools do not consistently involve teachers in making important decisions, except when it comes to new school policies where teacher input is highly valued.

### **B. Suggestion**

In this section the researcher provides advice to schools, principals, and staff teachers who work, and researcher itself

For schools

Principals:

- principals in all these schools must be more sensitive to their teachers and staff at school
- trying to facilitate teacher commitment at school
- create a work program that can improve teacher professionalism at school

Teachers Staff

- improve more on the school development plan
- often helps her coworkers, and provides support
- pay more attention to what students want to be when learning
- often hold open discussions and are not limited by any subject or department

For researcher

Researcher

- This paper can be a reference for other researchers to examine

The researcher realizes that this paper is not perfect and the researcher hopes that other researchers can complete what is lacking from this paper.