

Principal's Leadership in Teacher's Performance Development

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Abstract: This study was conducted to find out and describe the principal's leadership in fostering teacher's performance at SMA Negeri 3 Banyuasin III. The research method is a qualitative with a descriptive approach. Data collection techniques used: (1) observation; (2) interviews; (3) run. Research data analysis techniques: (1) data reduction; (2) data presentation; (3) conclusion and verification. Based on the results of the research it is known that: the principal plays an active role, in fostering teachers in preparing lesson plans, teachers in carrying out learning are in accordance with the curriculum. The teacher assesses learning outcomes every midterm, and per semester. The obstacle faced by school principals and teachers is the lack of learning resource facilities as supporting media for teachers in conveying learning, so that the learning process delivered does not work as expected and is less than optimal. The strategy carried out by the principal is by empowering the ability of teachers and utilizing makeshift learning resource facilities with a strategy of providing examples related to the daily lives of students in the real world related to the learning material delivered refers to active, innovative learning, which is creative, effective and fun.

Keywords: Development, Principal's Leadership, Teacher's Performance

A. Introduction

Education currently requires a system that can improve the quality of human resources. Improving the quality of teaching is closely related to efforts to increase the professional maturity of teachers who anticipate challenges in the world of education. Teachers who are under Law Number 14, 2005 it is mandatory to teach in elementary schools, middle schools and early childhood schools. The quality of schools in Indonesia is defined, of course, by the quality of teacher training. Teachers must plan, implement and evaluate the learning process in order to obtain quality output.

The government's goal is to increase teacher professionalism, among other things by increasing the qualifications of teaching staff and the requirements for higher education at an early stage. In addition to other certification activities, it was also

decided to increase the professional competence of Indonesian teachers, such as the Teacher Action Center, Teacher Working Groups and Subject Teacher Consultations which allow teachers to share experiences solving problems they encounter in their learning activities. Mulyasa (2017) states that the government is making various efforts to develop teacher qualification and certification standards, including the ratification of the Teacher and Lecturer Law, followed by the Government Teacher and Lecturer Law, which aims to improve teacher professionalism and certification. The teacher is a profession whose duties or work require special skills, the teacher in carrying out his role includes: education, teaching and leadership. Education is the development of life values, education is the continuation and development of science and technology, while education is the development of students' skills (Kurniasih, 2017).

According to Aqib (2013), there are four standards according to which a teacher can be recognized as a professional: (1) commitment to students in learning, (2) learning material contains important knowledge, (3) is responsible for monitoring student learning using various assessment techniques, (4) must be part of the learning community in your work environment. Aqib (2013) said that apart from these four aspects, the teacher's character and personality are also very important in learning, namely adaptability, passion, confidence, thoroughness, empathy and good cooperation.

Basically, there are several tasks that must be carried out by a teacher in relation to his teaching profession, namely (1) professional duties are to train, teach and guide students; (2) humanitarian tasks include school teachers who have the opportunity to become second parents, understand students, help students change, identify participants; (3) The role of the social sector is to help the community gain knowledge and educate all Indonesian people in Pancasila (Uno, 2014).

The teacher is the main component of learning success and the existence of the teacher in learning has a very important task in his position, namely planning, sorting, working on and assessing learning. In addition to the position of the teacher's existence in the classroom as a determinant of the success of the learning delivered. The teacher determines the breadth and depth of the topic while it is deterministic because the teacher arranges and selects the topics in the learning given (Zahroh, 2015).

Teacher competence refers to the ability and authority of teachers to carry out their profession, while professional competence refers to the nature and professional behavior of teachers and assumes the ability of teachers to carry out important and reciprocal teaching and learning activities for teachers and students in teaching situations (Zahroh, 2015).

In the development of science, it is assumed that students are future quality Indonesian people, who are always able to independently solve life's demanding problems and in turn can advance the realization of a just and prosperous society. The measurable level of quality of human resources is sometimes used as a measure for educational development. The success of education is indicated in the application of human abilities, which is a measure of the abilities possessed by these humans, which are symbolized by increasingly dynamic and independent knowledge, attitudes, and skills in social, national and religious life in accordance with national and international provisions (Aqib, 2013).

The role of the principal in implementing the school management model is handled by the principal and all students together and separately. The principal is the person in charge of the school organization (Mulyasa, 2017). Hendarman and Rohanim (2018) further explains that school principals must be able to create a supportive work environment so that they can always work professionally. Not to be misused for personal gain but to achieve individual goals within the organization in order to improve the performance of subordinates and achieve organizational goals more effectively and efficiently. Syukri (2017) works under the guidance of professional teachers, principals can improve teaching in terms of planning, teaching, teacher relations, and evaluation.

People involved in the organization work together and diligently to achieve the goals and programs of the organization are able to fulfill their responsibilities and strengthen their functions. Based on the responsibilities according to their respective fields, school principals are required to know how to show human abilities to manage educational units (schools) to achieve goals (Daryanto, 2017).

For the process to run smoothly, managers must treat people humanely. Human actions are always influenced by different personalities, such as character traits, attitudes, values, desires and interests, because they affect leadership roles and work (Mulyadi, 2016). In addition, according to Suharsaputra (2018) leadership is a pattern of consistent behavior that is carried out by leaders through other people, namely through the behavior of leaders who influence others as seen by others. According to Mulyasa (2017) also stated the same thing that under the leadership of the principal can convey several values such as group emphasis, supporting teachers and staff, risk tolerance, change criteria and so on. On the other hand, employees form subjective perceptions of core norms in educational units based on norms set to be maintained by superiors with their management style.

The principal is the person who is responsible for the running of all school activities in the education unit (Soetopo, 2018). The principal is a person who is directly related to the responsibility of the school program so that he has the highest position (Syukri, 2017).

Principals must have various leadership skills to develop and advance their schools effectively, efficiently, independently and productively (Wahjosumidjo, 2016). The implementation of educational programs and whether or not educational goals are actually achieved depend on the skills and wisdom of the school principal as an educational leader (Rusdiana, 2018).

Yamin (2015) states that school as a system has components that are interconnected and contribute to achieving goals. These sections include students, curriculum, learning materials, teachers, principals, other teachers, environment, facilities, learning processes and results or outputs. In the process of change individual organizations and institutions improve their capabilities and effectiveness in relation to objectives, resources and environment. Change will not work without the support of human resources which are assets that can facilitate the achievement of organizational goals (Mulyasa, 2017).

A school principal will be successful if he understands the existence of a school as a complex and unique organization and is able to fulfill the principal's role as an advisor entrusted with school management. The achievement of educational goals is highly dependent on the leadership skills and policies of the school principal as an educational leader (Wahjosumidjo, 2016). In addition, according to Basri (2014) states that the main key to the success of a school lies in a leader. Under these leaders the school was successful, better even though it was destroyed. Based on previous data and data sources at SMA Negeri 3 Banyuasin III, the teacher's performance was not as expected. This is because there are still teachers delivering learning material through lectures and assignments. Teachers rarely present subjects through visual media. Even though the infrastructure is considered inadequate, the learning process still gets priority. In his classification, the principal added that although he was concerned about his responsibilities. As a leader, the principal acknowledges that teacher training so far is training that is really needed and given to teachers. In addition, the specificity of the faculty is not linear with the tasks that must be carried out. As school principals, leaders try to increase the understanding and knowledge of teachers by sending teachers especially to MGMP trainings and seminars so that the quality of teaching provided by teachers is increasing.

The principal as the leader of an educational institution develops a vision and mission with the entire team and all students. The goals and strategies achieved in implementing the goals and activities of school education direct and control the activities of the school as a whole.

Discipline in teaching teachers is not linear because teaching PKN subjects is still taught by teachers with basic diploma education, for example graduates of financial accounting training programs. The teacher conveys the material without visual aids.

Even though in today's digital era, every teacher educator is supposed to use media tools, both print media and technology-based media.

Seeing these facts, the researchers wanted to find out more about the principal's leadership among certified teachers through the research School Principals in Teacher's Performance Development at SMA Negeri 3 Banyuasin III.

B. Methods

This research method is a qualitative research method with a descriptive approach. According to Prastowo (2017), the descriptive method is a method that examines the current state of a group of people, objects, circumstances, systems of thought or classes of events. According to Sukmadinata (2016), qualitative research is research that describes and analyzes phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts individually and in groups.

According to Moleong (2016), qualitative methods are defined as research procedures that produce descriptive information about people and observed behavior in the form of written or spoken words. The information received is expressed in the form of words, pictures and human behavior. The method used the research is field research, therefore, according to wishes, information can only be obtained from the department where the research is carried out. The research data collection techniques provided are 1) observation, 2) interviews, 3) documentation. The data obtained cannot be immediately given in the study report; it should be processed and checked first. Data analysis is carried out when the data and information collected in accordance with the demands have been compiled, categorized, and constructed using data interpretation. In Sugiyono (2015), Miles and Humberman argue that qualitative data analysis is an ongoing, repetitive and ongoing process. According to them, data analysis is divided into three stages: data reduction, data presentation or presentation, and conclusion drawing and data verification. According to the above opinion, the stages of qualitative data analysis are as follows: (1) data reduction; (2) data presentation; (3) drawing conclusions; and (4) data verification.

C. Results and Discussion

The Importance of Principal's leadership in Teacher's Performance Development

Based on the results of the study it was found that the principal's leadership in advancing teacher's performance at SMA Negeri 3 Banyuasin III had gone well and was carried out in accordance with the main tasks and responsibilities of the principal and played an active role in fostering teachers in planning, compiling lesson plans, teachers in carrying out learning were appropriate with curriculum.

The teacher always evaluates the learning outcomes every midterm, per semester (odd and even). Teacher professionalism is the result of the teacher's work which is reflected in planning educational programs or compiling curriculum, implementing educational work, interpersonal relationships and evaluating learning outcomes.

Daryanto (2017), stated that in order to achieve the goals of educational organizations and implement programs properly, supported by the maximum performance of people working in the organization with their duties and being responsible in their fields, a leader who is highly dedicated to educational organizations (schools) is needed.

Obstacles Faced by Principals in Teacher's Performance Development

Qualified teachers possess four main skill areas for effective teaching. Qualified teachers are shown to: (1) engage in quality planning and preparation; (2) preparing a positive classroom environment; (3) using proven learning techniques; and (4) demonstrate professional behavior. In every coaching process that is carried out, of course there are obstacles faced by the leadership of an institution, such as the obstacles faced by the principal in fostering teacher's performance at SMA Negeri 3 Banyuasin III.

The obstacle faced by school principals and teachers at SMA Negeri 3 Banyuasin III is the lack of learning resources as supporting media for teachers in conveying learning. Teacher obstacles in teaching, especially learning, school facilities that do not support, such as teaching aids, laboratory media, because schools are limited in providing these spaces, so teachers who provide learning are not optimal (Windiarti et al, 2019).

Principal's Strategy in Conducting Teacher's Performance Development

Based on the research findings, the principal's strategy in fostering teacher's performance at SMA Negeri 3 Banyuasin III is to improve the quality of learning by empowering teachers' abilities and utilizing makeshift learning resource facilities with a strategy of providing examples related to the daily lives of students in the world. related to the learning material delivered. Besides that, the teacher also tries to add insight so that the professionalism of the teacher can be even better through the teacher competency test to obtain an educator certificate.

The strategy carried out by the principal at SMA Negeri 3 Banyuasin III is by empowering the ability of teachers and utilizing makeshift learning resource facilities with a strategy of providing examples related to the daily lives of students in the real world related to the learning material delivered refers to active, innovative, creative, effective and fun learning.

D. Conclusion

It can be said that the Principal of SMA Negeri 3 Banyuasin III plays an active role in fostering teachers, planning the preparation of lesson plans. The obstacle faced by school principals and teachers at SMA Negeri 3 Banyuasin III is the lack of learning resources. The strategy carried out by the principal at SMA Negeri 3 Banyuasin III is by empowering the ability of teachers and utilizing makeshift learning resource facilities.

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