

Analysis of School-Based Management and Principal Leadership in Improving Teacher Performance

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Abstract: This article discusses the general problem of low teacher performance in many schools in Indonesia, which can be seen from the school's consistently low qualitative average scores. The main goal of this article is to evaluate potential solutions to improve teacher effectiveness. The focus centers on two important aspects: the implementation of School Based Management (SBM) and the leadership style of the school principal. Identified challenges hindering teacher performance, including poor adaptation, lack of communication skills, and lack of openness to diverse opinions, will be examined. By using a descriptive analysis method with a qualitative approach, the author provides recommendations. The results of this article involve the implementation of a comprehensive principal leadership model that integrates visionary, democratic, and instructional elements, emphasizing support, collaboration, and commitment to ongoing professional development and motivation. The proposed model is expected to significantly improve teacher performance in schools in Indonesia.

Keywords: Democracy, Leadership, School Based Management, Teachers' Professionalism

A. Introduction

In the dynamic landscape of modern education, the pursuit of academic excellence is closely linked to the collaborative efforts of school-based management and the visionary leadership provided by school principals. As education systems around the world continue to develop, the role of school-based management and principal leadership is becoming increasingly important in shaping the teaching and learning experience. In the Indonesian educational landscape, the pursuit of sustainable academic excellence is closely related to the dynamic interaction of various factors, among which the role of school-based management and the leadership of school principals stands out (Parlina and Sujanto, 2023).

The performance of teachers in many Indonesian schools is classified as low when viewed from their qualitative average scores. From the results of research conducted by Astuti (2018), the performance of Indonesian teachers, especially at the upper secondary level, has a percentage value of 68.96%. Apart from that, the results of research by Melayu and Nellitawati (2023) revealed that if viewed from the teacher performance achievement variable, the value of responsibility was 62.5%, the value of work motivation was 76.3%, the value of work ethic was 73.84%, the value of discipline was amounted to 63.92%, and the initiative value was 68.96%. These five aspects of teacher performance are still in the 'low' category based on the 'sufficient' category value limit, namely 75.00% (Prasetyo and Setiawan, 2021).

Recognizing the unique challenges and opportunities in the Indonesian context, with the existence of a diverse Indonesian education system, covering a vast archipelago, presenting a rich tapestry of cultural, socio-economic and geographical nuances, it is necessary to carry out management evaluations within the school scope that focus on leadership models from school principals in Indonesia to strive to improve teacher performance, especially in Indonesia. As a nation striving to meet the demands of a competitive global knowledge economy, understanding the specific mechanisms through which school management and leadership influence teacher performance is important (Prasetyo and Setiawan, 2021). Like existing research by Amini et al. (2021) and Wahid and Kholil (2022) have highlighted the importance of local decision making through school-based management as a means of addressing the unique needs of educational institutions.

In the scope of school-based management and the leadership of school principals in improving teacher performance, many previous studies have carried out analyzes focusing on this problem in several schools in Indonesia. Research by Astuti et al. (2021) who analyzed the basic management of school leadership in the Rantau Pemda Pemda Pempatan Private Middle School showed that the situational leadership of the school principal was proven to be able to develop teacher performance in decision making. Other research by Wahid and Kholil (2022) which analyzed the principal's leadership model on teacher performance at MTs Nurul Qadim Paiton showed the results that providing a job desk that was oriented towards the relationship between students and teachers was proven to be able to develop teacher performance in aspects such as increasing role models, caring for subordinates, and providing training. In addition, research by Widiastuty et al. (2022) who analyzed how the implementation of the principal's leadership in system management at SMA Negeri 2 Medan was able to produce results in the form of increasing the school's vision, mission and goals in a democratic manner.

Then there is research by Halim et al. (2021) who analyzed the effects of the principal's leadership and management on teacher performance at Air Kumbang High School, Banyuasin Regency with the results that motivation, compensation,

and education level were needed to influence teacher performance. Apart from that, research by Prasetyo and Setiawan (2021) at SD Negeri Randu Acir 2 showed that the performance of Indonesian teachers, especially at the upper secondary level, had a percentage value of 68.96%. In a global scope, problems related to teacher performance itself have been carried out in many previous studies, such as one by Li (2022) that system-centric governance and policy making is a feature where schools are expected to comply with frameworks developed centrally for school administrators in the context of This is to create a different vision according to their school's needs.

Another analysis in another global scope is by Boru and Bellibas (2021) who underline that principle management can increase academic optimism, which is defined as "a comprehensive construct to unite efficacy, trust, and academic emphasis". Other research by Oludipe and Dixon (2020) is also in line with the results obtained by Boru and Bellibas (2021) that the researchers also noted that this lack of representation leads to a lack of information about the dynamics and realities of these schools in the empirical basis of TSL for teacher performance. In addition, other research by Schmitz et (2023) also revealed that the effect of the principal's leadership management based on the school's vision and mission in changing the voice of teachers in special education organizations does not seem to be heard. Many previous studies have used a qualitative approach, which is different from the research conducted by Kirana et al. al. (2022) who analyzed the effect of the principal's leadership on teacher performance management in West Baturaja Cluster IV, where the results obtained were a coefficient value of 82.8%, indicating that there was a significant effect from the school's leadership efforts.

From several reviews of previous research that focused on aspects of the influence of school-based leadership and management on teacher performance, it is known that it only focuses on direct influence without any evaluation of steps that can be developed through programs and analysis of internal factors that influence it. Therefore, this article was written with a problem focus, namely exploring the critical intersection of these two factors, aiming to reveal the complex network of influences they exert on the performance of educators in the school environment. So the urgency of the problem or purpose of writing this article is to conduct a comprehensive analysis of school-based management and school principal leadership, which specifically focuses on their collective impact in improving teacher performance.

However, nuanced exploration of how these factors interact in the Indonesian educational context is very limited. The analysis in this article aims to bridge this gap by conducting a focused examination of school-based management and principal leadership in the Indonesian context, with a specific lens on their role in improving teacher performance. Thus, the analysis in this article aims to contribute

insights that are not only academically significant but also relevant for policy makers, educators and school administrators in Indonesia. By explaining the background regarding the urgency of the problem which led the author to analyze topics related to this scope, several problem formulations that will be analyzed in this article include the following: 1) How does the current school-based management system contribute to or hinder efforts to improve teacher performance in Indonesia?; 2) What role does principal leadership play in shaping the work environment and professional development opportunities for teachers in Indonesian schools?; 3) What are the main obstacles and challenges faced by schools in implementing school-based management practices and effective principal leadership? So the findings from this analysis were written with the aim of providing benefits to educational academics and the community by providing information related to strategic initiatives aimed at optimizing school management practices and leadership strategies, thereby fostering an environment that is conducive to continuous improvement in teacher performance and, as a result, the overall quality of education in Indonesia.

The educational landscape continues to evolve, and efforts to improve teacher performance stand at the forefront of educational research and practice. This literature review examines the relationship between school-based management, principal leadership, and their collective impact on teacher performance. Understanding these dynamics is critical to fostering an effective educational environment that contributes to student success.

School Based Management Indicators

School-Based Management (SBM) has emerged as a leading education reform strategy worldwide, aiming to decentralize decision-making processes and empower stakeholders at the school level. This concept gained momentum in the late 20th century as educators and policymakers sought to overcome the limitations of centralized education systems. The roots of school-based management can be traced back to the decentralization movement that gained momentum in the 1970s and 1980s (Melayu and Nellitawati, 2023). Scholars and policymakers began to advocate a shift from top-down bureaucratic control to more local decision-making structures.

The theoretical basis and indicators in school-based management itself are largely drawn from organizational theory, emphasizing the importance of participatory decision making, shared leadership, and the involvement of various stakeholders in shaping educational practices. The work and theories of researchers such as John W. Meyer and Brian Rowan (1977) cited by Nugroho (2021) on organizational ecology provide insight into the need for flexibility and adaptability in education systems. Experts argue that schools, as complex organizations, can benefit from decentralized structures that respond more effectively to local context and needs.

Principal Leadership

The theoretical underpinnings of the interaction between school-based management and primary leadership are drawn from organizational and educational leadership theories. Scholars, such as James MacGregor Burns (1978) and Michael Fullan (1992) according to analysis from Minan (2019), have emphasized the transformative nature of leadership in educational settings. Burns' concept of transformational leadership, which involves inspiring and motivating followers to achieve their full potential, has been highly influential in understanding the role of the principal within a school-based management framework.

School principals play an important role in the successful implementation of school-based management. Their leadership style, communication skills and ability to build collaborative relationships with various stakeholders greatly influence how school-based management is embraced and operationalized in schools. Research shows that effective principals under school-based management demonstrate a combination of transformational and distributed leadership styles, fostering a shared vision while distributing decision-making responsibilities among staff (Winda, 2023).

One key aspect of the interaction between school-based management and key leadership is the promotion of collaborative decision-making and stakeholder involvement. Effective principals facilitate open communication channels, ensuring that all relevant stakeholders are included in the decision-making process. According to research from Winda (2023), this collaborative approach is in line with the core principles of school-based management, which emphasizes the importance of involving teachers, parents and community members in shaping educational policies and practices. Another study from Musa et al. (2022) have explored how school principals can foster a culture of shared leadership and collaboration within a school-based management framework by actively seeking input from a variety of stakeholders, valuing diverse perspectives, and creating opportunities for professional development contributing to a more inclusive and effective decision-making process.

Challenges in Teacher Performance

Teacher performance is an important factor in the effectiveness of the education system, which directly impacts student learning outcomes and overall school success. The examination covers a variety of factors, including pedagogical approaches, classroom management, professional development, and external pressures, explaining the complexities that influence teacher performance. In pedagogical challenges according to research from Yusuf and Mukhadis (2019), teachers face challenges in differentiating instruction to meet the needs of all

students, addressing individual learning gaps, and ensuring that the curriculum is engaging and aligned with educational standards.

In the classroom management aspect, according to research from Aiyuda (2018), teachers' challenges in this area include maintaining a positive and inclusive learning environment, overcoming disruptive behavior, and fostering a sense of discipline without inhibiting creativity. Balancing the need for structure with the encouragement of student autonomy poses ongoing challenges for educators, especially in diverse and dynamic classrooms. Additionally, students' socioemotional well-being has become well-known as a factor influencing teacher performance. Teachers may need to navigate issues related to student mental health, trauma, and social-emotional development, requiring a set of skills that goes beyond traditional pedagogy.

B. Methods

A qualitative descriptive research approach was used in investigating the complex dynamics surrounding the theme "Analysis of School-Based Management and Principal Leadership in Improving Teacher Performance." This research method was chosen to explore in depth the multifaceted aspects of school-based management practices and leadership strategies used by school principals, aiming to provide a nuanced and contextually rich exploration of the ways in which these elements intersect and collaboratively contribute to improving teacher performance in the educational landscape. The qualitative descriptive approach is characterized by its emphasis on capturing the richness and complexity of real-world phenomena, enabling an in-depth understanding of the experiences, perceptions, and interactions of key stakeholders involved in school-based management and principal leadership. Through methods such as interviews, focus groups, and document analysis, this research seeks to uncover the underlying mechanisms, challenges, and success factors that shape the relationship between school-based management, principal leadership, and teacher performance.

Data collected through qualitative means will be systematically analyzed to identify patterns, themes and variations, providing a holistic and detailed account of the experiences and perspectives of teachers, principals and other relevant stakeholders. This approach allows for the exploration of lived experiences in the school context, illuminating subtle nuances that quantitative methods might overlook. By adopting a qualitative descriptive research design, this study aims to contribute valuable insights to the existing body of knowledge, offering a comprehensive and contextual analysis of how school-based management and principal leadership strategies can be optimally aligned to foster an environment conducive to improving teacher performance. Through these explorations, research seeks to inform educational

policy, practice, and future research directions, ultimately contributing to ongoing efforts to improve the quality of education in a variety of educational settings.

C. Results and Discussion

Influence Factors and Challenges on Improving Teacher Performance

Improving teacher performance is a multifaceted effort influenced by various factors and challenged by obstacles. First, factors that influence the development of teacher performance are continuous training and professional development programs that contribute significantly to teacher competency. Access to relevant workshops, seminars and opportunities for skills enhancement positively influences teaching practice. Second, strong leadership, especially from school administrators, provides necessary guidance and motivation for teachers. Supportive leaders foster a positive school culture, increasing overall educator effectiveness. Third, the availability and adequacy of resources has an impact on teacher performance. Well-equipped classrooms, access to technology, and adequate teaching materials contribute to effective teaching and student engagement.

Frequent policy changes and unclear regulations can create challenges for teachers. Navigating a complex policy landscape requires clear communication and support from education authorities. Therefore, several strategies for facing the challenges of improving teacher performance have been found in several previous studies as references (Kirana et al., 2021); (Amini et al., 2021); and (Parlina and Sujanto, 2023), namely as follows:

1. Prioritize providing funding for comprehensive professional development programs tailored to teachers' specific needs, ensuring continued growth and skill enhancement;
2. Provide training for school leaders to improve their leadership skills, emphasizing the importance of creating a positive and supportive school culture;
3. Advocate for increased funding and resource allocation at institutional and policy levels to ensure teachers have the tools necessary for effective teaching;
4. Implement strategies to manage and balance teacher workload, including simplifying administrative processes and providing support staff where possible.

School-Based Management in Improving Teacher Performance

School Based Management, when implemented effectively, has the potential to significantly improve teacher performance. By providing autonomy, encouraging collaboration, and addressing teachers' specific needs, SBM creates an environment conducive to professional growth and innovation. However, overcoming challenges

and ensuring equitable distribution of resources is critical to maximizing the positive impact of SBM on teacher performance and, consequently, student outcomes. Ongoing research and evaluation will contribute to refining and optimizing SBM implementation in a variety of educational settings.

School-based management itself is an educational approach that decentralizes decision-making authority to each school, empowering teachers, administrators and local communities (Melayu and Nellitawati, 2023). Therefore, several efforts are needed in alternative SBM to improve teacher performance in schools based on strategy findings carried out in research by (Amini et al., 2021) and (Kirana et al., 2021) as a reference, namely as follows:

1. SBM facilitates the design and implementation of professional development programs that meet teachers' specific needs. This tailored approach enhances teachers' skills, knowledge and teaching techniques;
2. With autonomy comes increased accountability. Teachers, as key stakeholders in the decision-making process, are more likely to take ownership of their role, thereby increasing their sense of responsibility and commitment to improving their performance;
3. SBM allows schools to adapt and modify the curriculum to meet the unique needs of their student population. This flexibility allows teachers to use innovative and student-centered teaching methods, thereby contributing to improved performance.

Principal Leadership Model in Improving Teacher Performance

In developing teacher performance, several components are needed in the principal's leadership. First, a principal with a clear and compelling vision inspires and motivates teachers to align the efforts of the entire school community toward a common goal, fostering a sense of purpose and direction. Second, effective principals are actively involved in the instructional process providing guidance on curriculum, teaching methods, and assessment strategies, ensuring that the focus remains on high-quality teaching and learning. Third, school principals with democratic leadership who foster a supportive and collaborative culture empower teachers with communication, collaboration, and commitment to shared decision making to create a positive work environment.

The principal's leadership is an important factor in shaping school culture and effectiveness. The principal's leadership is the foundation of effective school management, which directly influences teacher performance. A comprehensive leadership model that includes vision, instructional leadership, collaboration, and support contributes to a positive school culture and increased teacher effectiveness. As the educational landscape evolves, ongoing research, professional development for principals, and sharing of best practices will further refine and optimize the

impact of principal leadership on teacher performance based on strategy findings conducted in research by (Amini et al., 2021) and (Halim et al., 2021) al., 2021) as a reference, namely as follows:

1. Principals who effectively communicate expectations and recognize teacher efforts contribute to positive morale. High morale is often associated with increased motivation and, consequently, improved teacher performance;
2. Constructive feedback and a fair evaluation process are important components of effective leadership. Principals who provide regular feedback and support teachers in their professional growth contribute to improved performance;
3. School principals can build a culture that values continuous improvement. This includes setting high expectations, encouraging reflective practice, and encouraging teachers to seek ongoing professional development.

In conclusion, a principal leadership model that combines visionary, democratic, and instructional, supportive, and collaborative elements, along with a commitment to professional development, motivation, and continuous improvement, can significantly improve teacher performance. When school leaders embrace these principles, they contribute not only to the professional growth of teachers but also to the overall success and effectiveness of the entire educational institution. Continuous refinement and adaptation of this model will contribute to the dynamic landscape of educational leadership.

D. Conclusion

The performance of teachers in many Indonesian schools is in the low category when viewed from their qualitative average scores which are in the low category. Therefore, the purpose of this article is to evaluate alternatives for improving teacher performance. There are two aspects that need to be considered, namely the implementation of School Based Management (SBM) and the leadership style of the school principal. Challenges that hinder teacher performance, such as poor adaptation, low communication skills, and not being open to each other's opinions, need to be evaluated. Through a descriptive analysis method using a qualitative approach, the author provides several recommendations that can be implemented in the form of implementing a school principal leadership model that combines visionary, democratic and instructional, supportive and collaborative elements, along with a commitment to professional development, motivation and continuous improvement. significantly improve teacher performance.

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