

## **The Role of the School Private Leadership In Improving Teacher's Performance**

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Article History: Received on 20 September 2023, Revised on 3 December 2023,  
Published on 2 January 2024

**Abstract:** The study was a qualitative descriptive study that employed field observations and interviewing as data-collecting approaches. The purpose of this study was to determine how a head of school's leadership affected teachers' performance in 13 Koba State SD. The head of the school is a key figure in the institution, especially in terms of enacting the school's vision and mission. Teachers have a crucial role in guiding students' talents, interests, and skills in the advancement of science through classroom learning activities. The educational, professional, personal, and social skills of a teacher can be used to assess student achievement. The State SD 13 Koba suggests that to increase the existing human resources (SDA), through career development for teachers through training or educational seminars, since the role of the head of school has a significant impact on teacher's performance.

**Keywords:** Head of School, Leadership, Performance of Teachers

### **A. Introduction**

A nation's success can be attained through high-quality education. Education is an endeavor to achieve a goal through numerous methods, such as training and how to educate (Yusuf, 2018). According to the National Education System Act No. 20 of 2003, education is a deliberate effort to create a learning environment where students can actively develop their inner potential and acquire the skills they need, including intelligence, good morals, a good personality, self-control, and religious spirituality. As formal educational institutions, schools have an important role to play in improving the quality of education to create superior human resources (HRM). According to Rohani et al., (2020), superior SDM is an essential condition for the realization of an advanced nation. If large natural resources (SDAs) are not accompanied by superior SDMs, then it will be a waste.

Schools need specialists to provide a great education. A professional, in the opinion of Rahma (2018), is a person who possesses competence and has been trained to

carry out tasks related to that knowledge. Professionals, on the other hand, are specialists in their disciplines who have undergone specialized training (Rahma, 2018). When each element of education plays its designated role, a good education can be attained. The instructor is one of the crucial elements in enhancing the standard of education provided in the classroom.

The quality of teachers' professions must be improved to raise the bar for educational quality. According to Barnawi & Zainal (2017), inadequate teachers can contribute to a reduction in educational quality and can make it more difficult for the school to fulfill its objective. Rahma (2018) asserts that raising teacher quality will benefit them professionally as well as personally. Rahmat & Kadir (2017) assert that it is the responsibility of teachers to organize and carry out learning activities in their capacity as professional educators. Competence is a requirement for professional teachers to perform their tasks and functions as educators. Professional teachers are also expected to be able to motivate the students, to be competent, and to have a broad range of insights in addition to being experts in such scientific subjects, teaching materials, and teaching techniques. Government Regulation (PP) No. 19 Year 2005 Article 28 Paragraph 3 addresses the four mandatory competencies of a teacher, namely pedagogical, personal, professional, and social, and it establishes the competency of the teacher (Peraturan Pemerintah Republik Indonesia Nomor 19, 2005).

Maryanti et al., (2020) defines teacher performance as the ability of the teacher to carry out his responsibilities at school and have accountability for the students who are under his instruction to enhance performance. According to (Supardi, 2014), teacher performance is a gauge of how well a teacher performs his or her tasks. A teacher who performs well will probably be successful in carrying out his or her responsibilities. However, the reality on the ground demonstrates that teachers' performance in Indonesia is still lacking and needs to be continually improved. Supardi, (2014) contends that a person's abilities, including their skills, knowledge, motivation, ability, attitudes, beliefs, and values, have a significant impact on how well they perform. The job characteristics are divided into four categories: job assessment, performance feedback, job design, and work scheduling. The head of the school, who serves as the organization's driving force, will choose the direction of the policy, including how the institution's objectives will be effectively carried out. Article 12, paragraph 1, of Government Ordinance No. 28 of 1990 states that a head of school is accountable for all that occurs in the school that he directs, including instruction, administration, and training.

Handayani et al., (2020) claims that several variables, including the school principal's leadership qualities, might influence a teacher's effectiveness. Permadi & Arifin (2007) assert that human interaction is always the setting in which the phenomena of leadership occur. Mulyasa (2019) asserts that the head of the school fulfills the

leadership roles and responsibilities of 1) educator, 2) manager, 3) administrator, 4) supervisor, 5) leader, 6) innovator, and 7) motivator. By making changes or adjustments to the objectives and objectives of a school that adapt to the requirements of the development of the times, the leadership of the head of the school becomes an effective force in managing and responsibly facing the changes that occur in the school. This enables them to provide innovative thinking in the occurrence of interactions in the classroom.

Lumban Gaol (2017) asserts that many school administrators still lack the knowledge necessary to effectively manage the institutions they oversee. This is largely due to their reluctance to institute change. It demonstrates how the leadership skills of Indonesia's school administrators are still insufficient for running the institution. The authors believe the leadership function of the head of school has not been fully achieved based on their initial observations made during pre-research observations at the State Department of 13 Koba. The interview's findings revealed some information on the leadership responsibilities of a school official, including the fact that a schoolmaster could not fully influence and encourage students to invite, advise, censure, direct, command, forbid, and build.

The principal of the school, who also serves as the director of the 13th Koba State Department, still spends little time in the classrooms and has little time for strengthening teaching skills or providing advice. Therefore, the head of the school's involvement in raising teachers' performance at the 13th Koba State Department has not gone as planned. Many on-the-ground data show that Koba State 13 SD instructors continue to perform poorly. A researcher at the 13 Koba State Department conducted a random interview to confirm a preliminary theory about the subpar performance of teachers. This is apparent from the lack of work discipline, the late implementation of the classroom learning process, the continued use of RPP guidelines by some teachers, the low level of technology mastery, the widespread lack of tool use by teachers, and the ongoing ineffectiveness of teachers in managing the classroom.

Because there are still signs that have not been fully implemented, it has not been entirely implemented well, according to the findings of the researchers' initial interview on the performance of the teachers at the 13 Koba State SD. There is a flaw in the rule that should not exist depending on the situation. Thus, there is a challenge regarding how the head of the school's leadership position might enhance teachers' performance. Research on "The Role of Head of School Leadership in Improving the Performance of Teachers in 13 Koba State SD" is important as a result.

## **B. Methods**

The research was carried out at SD State 13 Koba which is a primary school that exists in Bangka Central District with State status with accreditation B and is owned by the Government of the District. In this research, the object of research/informant is the person who can provide the important information needed in research. Meanwhile, this social survey research that is the subject of research is human. According to Sugiyono (2017), qualitative research is a set of social situations to be studied that include places, behaviors, and activities that interact synergistically.

Siyoto & Sodik (2015) claim that systematic research is done to ascertain what is done meticulously and critically when gathering facts. According to Sugiyono (2015), a research method is a scientific way to gather data for a certain use or objective. Therefore, research methodology is essential to gaining a purpose and usefulness for dealing with all situations. This study took a qualitative descriptive approach, which means it described a situation that was systematically structured, current, accurate, and dependable regarding the facts and events being observed. School committees, teachers, and institutions are the study's subjects. Observations, interviews, and documenting case studies are the sample methodologies used.

## **C. Results and Discussion**

SD State 13 In Kurau East Village, Koba Prefecture, Bangka Middle District, Bangka Belitung Islands Province, there is a school known as Koba that has been saved. In particular, in the village of Kurau, the school was the first institution founded by the central bank district administration. The school's 7500m<sup>2</sup> property is enclosed by a 360m-long concrete fence. The kindergarten is directly across from the school's western boundary, the homes of H. Baidah residents are across from its eastern boundary, the backyard forest is across from it on the north, and the highway is across it on the south.

### **1. Leadership of the Head of School**

#### **a. Motivation**

When directing a subordinate to improve performance, the head of the school must be very motivating. To create conditions where teachers can work hard, the school's head of faculty must act as a motivator. Teachers must be motivated to accomplish their jobs in a positive work environment where all students get along. According to observations and talks with the SD State 13 head, all teachers have received inspiration from the head. The school's head claimed that he always encouraged the form of compliments for accomplishments, thanks for sharing meals, counsel,

building up a conducive environment, and creating a working environment. In addition to interviews with the headmaster and class teacher.

Based on the findings of the interviews, it was determined that the school's head had provided good motivation by fostering an atmosphere of harmony and cooperation, making an effort to provide the teacher with the tools he needs to carry out his duties, and praising him for his accomplishments. Referring to the duties and responsibilities of the head of the school, the researchers conclude that motivation has already been accomplished by the head.

### **b. Giving Reward**

The teacher must get the award from the school's principal or meet other requirements. The impact of the prize on one's performance will be significant because it will provide the award winner with the satisfying feeling that his or her work is valued. based on the findings of observations and discussions with 13 Koba, the head of SD State. The chairman of the department clarified that it is customary to recognize instructors' accomplishments. Based on observations and interviews, the prize is merely a shared supper and isn't particularly opulent. Based on the findings of the conducted interviews, observations, and documentation, the head of the school was seen to be rewarding the instructors' success with a shared dinner. The researchers get the conclusion that the school's head is at the highest level of awarding based on this.

### **c. Construction**

Every student is expected to be aware of and ready to follow the school's established norms of order. There is a favorable environment at the school thanks to everyone's awareness and readiness. It is his responsibility as the school's leader to enforce discipline. The principal of the school clarified that everyone who attends the school is required to abide by the rules in effect and that anyone who does not would face consequences. The head of the school will attempt to offer an oral warning initially in this situation when a student is unfit or violates the rules. The head of the school will issue a formal warning with Warning Letter 1 (SP1) and Warning Note 2 (SP2) if you continue to violate the rules. It is based on research that includes observations and interviews. Based on the findings of the interviews, the observations and documentation made revealed that the school's head of discipline has only used oral and written warnings to correct teachers or other school personnel who disobey the rules of school order.

#### **d. Offer consultation**

The principal advises the instructor by pretending to be interested in the issues of his staff. The head is anticipated to be more concerned with the teacher's issue with the input and the issue's resolution. According to the findings of the aforementioned interviews, documentation, observations, and the head of the school's good behavior—which consistently refers to the theory of functions and the role of the head in enforcing discipline—are demonstrated. As a result, the researchers concluded that the school's head was a resource for advice that would give instructors a sense of support as they dealt with and resolved issues.

#### **e. Doing Class Visits**

It is now one of the responsibilities of the school's head to personally watch the learning activities. This is a very significant task since it helps to identify the conditions that will ensure the attainment of the learning objectives. Additionally, the goal of a classroom visit is to study how the environment in the classrooms affects the teacher's performance during the learning process and to gather more information and objectively measure the teacher's performance. The head of the school has visited classes, albeit not to the fullest extent possible. According to the aforementioned explanation based on interviews, observations, and paperwork, a class visit was made by the school's principal as often as possible. Therefore, examples of supervisory behavior have been created based on the notion of functions and the role of the head. The researchers concluded that the head was already visiting classes during the learning process.

#### **f. Show Model Attitude and Behavior**

The head of the school is expected to be a leader who sets an example with their behavior and deeds. To foster a supportive environment for his subordinates, he should always be on time, supervise school activities both inside and outside of the classroom, dress appropriately, and be kind and friendly. The head of the school has demonstrated a model attitude and behavior, according to the aforementioned explanation based on interviews, observations, and documentation that was done.

#### **g. Create vibrant and innovative working groups**

The direction of school policy, which in this case also includes enhancing teacher competence, is determined by the head of the school. The desire for high-quality education has caused the professionalism of teachers to surface. The profession of teaching must be cultivated to produce such a thing. The head of the school must be able to foster positive working connections to effectively lead the institution. It's similar to creating a dynamic, innovative working group in this situation. The

principal of the school noted that because of the small budget for teacher incentives, it is not always ideal to do things like create instructional materials and form working groups because they are still carried out very poorly.

Based on the foregoing explanation based on interviews, it was evident from the observations and documentation that the school's director had made every effort to form imaginative and dynamic working groups, but the teachers lacked the necessary training to write their textbooks. It is not in keeping with theory to make references to the theory of functions and the actual role of the head of the school. In light of this, the researchers concluded that the school's head has not made the most of forming imaginative and fruitful working groups.

#### **h. Developing the profession of teacher**

Based on the findings of the aforementioned interviews and observations, it appears that the head of the school makes an effort to include every single one of his teachers in every seminar and training, but this effort is not matched with the learning of a maximum number of instructors. To advance the profession of head of school, it has been quite acceptable to refer to the theory of functions and the head of school's responsibilities. The researchers concluded that the school's head of faculty had completed the objective of including every teacher in every training and seminar activity, resulting in a comprehensive understanding of teachers.

### **2. Teacher Performance Status**

According to the findings of the observations made, the State Department of 13 Koba's teachers have been performing fairly well. It looks like the teacher is capable of cooperating well and has produced the Plan of Implementation of Teaching, assignments, evaluations, and student evaluations. The following conclusions have been drawn from research on the impact of the head of the school's leadership on teachers' performance in 13 Koba State SD.

These conclusions were reached through observations, interviews, and documentation: 1) The head of 13 Koba State SD is an intelligent and responsible leader who visits classes to foster discipline and show examples of equality in behavior. Additionally, the head of the school makes no distinctions or limitations for any of the school's employees. It is consistent with Mulyasa (2019) belief that the roles of the head of school should include those of educators, managers, supervisors, leaders, innovators, and motivators. Anang (2019) asserts that the head must act, be accountable, and cultivate collaborative partnerships; 2) The 13 Koba State SD has several challenges that prevent the head of the school from creating a dynamic and inventive working group of teachers. In addition, technical proficiency is still low. So that the issue does not impede the school's growth, the head of the school must then

take appropriate measures; 3) There are several ways to increase teacher performance while addressing the issues at hand, one of which is by enhancing SDM in the school. This might be accomplished by incorporating teachers into current training. Evaluation of performance and goal attainment can also be used to enhance teachers' performance.

A leader's success is intimately related to instructors' improved performance, and SDM students' academic achievement at school is a crucial component of an educational organization. A school is much more likely to create qualified students if its teachers are qualified. Similar to this, if all school managers perform well, then school activities will be carried out successfully and effectively. The school should conduct an assessment as a token of appreciation for teachers and other school personnel's work to increase their motivation and performance.

Based on Permendiknas No. 63 of 2009, which aims to bring education back to the standards set by UUD 1945. A capable educational setting is needed to produce graduates with cognitive levels above average. Schools must have qualified teachers at the forefront of the implementation, supported by a variety of resources and suitable learning media. Based on the discussion that was just had, it can be said that if the school's head does not change and grow as a leader, the quality of education in that school will not be able to increase. Therefore, the leader should continue to work for better change while performing his leadership function through managing the improvement of school quality.

#### **D. Conclusion**

The researchers came to the following conclusions about the role of the head of school in enhancing the performance of the teachers based on the results of interviews, observations, and research documentation on the leadership of the head of school in improving the performance of teachers in the 13 Koba State SD: The position of school leader as a leader has completed its mission with a sense of responsibility in improving teacher performance. This has been done through incentives, appreciation, training, class visits, consistent attitudes and behavior, and the formation of energetic and imaginative working groups. Everything the teachers did, including creating RPPs, putting learning into practice, assessing and processing student learning outcomes, building interpersonal connections, following up on learning assessment results, and mastering academic topics, was done well. Some issues prevent the head of school from exercising leadership and enhancing teachers' effectiveness in SD State 13. Koba is not doing its best to create dynamic and inventive working groups for instructors, and teacher technological proficiency is still poor. Based on the findings of this study, the author can also conclude that the leadership responsibilities of the head of school are closely related to the enhancement of teacher performance; the better a head of school's leadership, the



better the teacher performance, leading to an improvement in teaching quality in a better school.

## **E. Acknowledgement**

We would like to express our acknowledgment to our respondents, colleagues in SD State 13 Koba Kurau Village.

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