

Principal's Leadership in Improving Teacher's Performance

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Article History: Received on 15 September 2023, Revised on 3 December 2023,
Published on 2 January 2024

Abstract: This research is descriptive qualitative with data collection interviews, field observation, and triangulation methods. The important role of a principal in creating a conducive learning atmosphere, to achieve educational goals in schools, is also the task of the principal in designing, striving for, and conditioning the school environment that can motivate all school residents to play an active role in advancing the school. The principal at SD Negeri 9 Lubuk Besar has tried to create a positive school environment that can be seen from the performance of the principal who plays an active role in advancing the school and school residents by participating in the mobilizing school program, being an example for all school residents by actively playing a role in all aspects of activities in the school, the principal has also carried out learning supervision, teacher administration and always provide motivating. Teachers at SD Negeri 9 Lubuk Besar have shown good performance with high discipline, try to create varied and creative learning, have an open attitude actively develop self-skills, and always evaluate and complete teacher administration. Overall, the leadership of the principal of SD Negeri 9 Lubuk Besar can improve the performance of teachers and school residents.

Keywords: Creative Learning, Principal's Leadership, Teacher's Performance

A. Introduction

The issue of the quality of education at a level and an educational unit is one of the educational issues that the Indonesian nation is now facing. Several initiatives have been taken to raise the standard of education in the country, such as different teacher training programs, increasing teacher proficiency, buying books, upgrading educational infrastructure and amenities, and raising the standard of school administration. The Law on the National Education System (UU SPN) Number 20 Years (2003) Article 3 outlines the National Development Goals as follows: National education serves to develop capabilities and form dignified character and national civilization to educate the nation's life, aiming to develop potential so that becomes a human being who has faith and fears God Almighty, has a noble character, is

healthy, capable, creative, independent, and becomes a democrat. Every teacher is expected to meet the academic qualification and teacher competency criteria that are applicable on a national level, according to Article 1 of the Regulation of the National Minister of the Republic of Indonesia Number 16 of 2007 Regulation. For teachers to perform their professional responsibilities, they must possess a specific set of information, abilities, and behaviors that they must absorb and perfect.

Teacher competency is defined as including educational competence, personal competence, social competence, and professional competence in Article 10 of the Teacher and Lecturer Law (UUGD). Researchers only restrict professional qualities that are thought to have a reasonably direct impact on teacher effectiveness among the four competencies that a teacher must possess. The ability of a teacher to complete a task and do it well to fulfill his duties and provide the desired outcomes is known as performance. The work that instructors can complete in learning activities by their specific authorities and duties to attain school goals constitutes teacher performance. The level of attainment of an agency's results about the vision carried out by an organization or company, as well as the benefits and drawbacks of a created policy, must be known and confirmed by specific parties (Titin Damayani et al., 2021).

According to Andang (2014) educational leadership is the capacity of a leader to persuade school constituents to collaborate to achieve shared goals. This leader is the only one in the school with the responsibility and power to plan, direct, and coordinate school activities to meet the objectives. attained in school. Adnan et al. (2018) found that job performance itself depends 80–90% on work motivation and 10–20% on the student's IQ. 50% of job motivation is influenced by social circumstances, 40% by needs, and 10% by physical fitness. Based on this description, it may be concluded that teacher effectiveness will affect student achievement.

In addition, Baharuddin & Umiarso (2012) provide an etymological definition of the word "leadership" in English, stating that it derives from the root word "leader," which itself has several overlapping definitions. "Moving early, walking at the beginning, taking the first step, doing first, pioneering, directing other people's thoughts, guiding, directing and moving others through their influence" are all connected concepts. Three leadership theories – trait theory, behavioral theory, and environmental theory are identified by Syahril (2019), The three leadership theories trait theory, behavioral personality theory, and situational leadership theory were described by Sintani et al. in 2022 along with a novel technique. Following this

Educational leadership, according to Rohmat (2010), is the capacity of educational leaders to influence teachers, support personnel, and students in accomplishing academic objectives and making the most use of educational resources. Mulyasa (2019) claims that the words "head" and "school" are where the word "principal"

originates. The word “principal” may be taken as the chairman or leader in an organization or institution, whilst the word “school” can be interpreted as an establishment it is a place to receive and impart teachings. Arismunandar et al. (2018) contend that for effective school principal leadership to be supported, there must also be sufficient competency support.

The Ministry of National Education lists the several factors that have an impact on success both internally and outside as follows. There are two categories for the effective level of educational production. First, the effectiveness of, then those education graduates whose success is not quantified in monetary terms, such as the number of graduates who find employment. Next, instructional resources including textbooks, diktat modules, teaching strategies, and learning media The curriculum’s content must consider the needs of the students. In the classroom, the effective level of graduates relates to the comparison of inputs rather than outcomes. For instance, the direction of a specific educational program and teacher effectiveness might affect the proportion of graduates who are qualified for the workforce.

It is the outcome of an action taken by a person to accomplish a goal within a certain objective in the performance or work achievement dimension. The accomplishment of this activity also functions as a means of comparing one’s work to established criteria. It can be claimed that a performance has been successful if the results of the work completed by someone are in compliance with the work requirements or even exceed the criteria. The definition of performance is the result of work in quality and quantity achieved by an employee in carrying out their duties by the responsibilities given to employees or employees in a company. Meanwhile, performance appraisal is a process carried out by companies to evaluate someone’s job performance (Mangkunegara, 2018). According to Riyadi & Mulyapradana (2017), teacher performance is the result of the behavior carried out by a teacher.

Performance is defined as the outcome of an employee’s quality and quantity of work produced while performing their duties by the obligations assigned to employees or employees in an organization. Companies use a procedure called performance appraisal to assess a worker’s job performance (Mangkunegara, 2018). According to Riyadi & Mulyapradana (2017), a teacher’s behavior determines how well they succeed as teachers. According to Mutakin (2015), teacher performance refers to how a teacher carries out his or her duties as an educator. According to the findings of the interviews at SD Negeri 9 Lubuk Besar, there were still teachers who were not disciplined when they were instructing, such as showing up late to class, giving students only assignments in class without any guidance from the teacher, instructing using only a few methods, and even sparingly using learning resources in class. Teachers only concentrate on the subject matter, not on the students’ comprehension. The lack of enthusiasm among teachers to participate in various sorts of training due to factors like age and other factors makes this issue worse.

Even yet, a teacher must always contribute fresh perspectives. This state lasts for a very long time.

In addition, according to my observations at SD Negeri 9 Lubuk Besar, the administration and arrangement of classrooms are still poor, and neither learning resources nor enough books are exhibited on the classroom walls. Even though a well-designed classroom will boost a teacher's passion for teaching and learning activities, this has not been the case with the teacher's creativity in the classroom setup. If the classroom environment is lovely and welcoming, kids will feel at home and like learning there. The lack of IT proficiency and low desire among teachers has an impact on the generally dull learning environment. Even though using IT in teaching and learning activities is crucial for instructors and students in the 21st century, pupils are not prepared for it. The development of instructional materials and interactive learning media will be made simpler for teachers with the usage of IT-based media.

Based on the aforementioned context of the issue and the significant part a school principal plays in fostering a positive learning environment, research has been done on the leadership style of school principals to enhance teacher performance in classrooms. The principal also has a responsibility to design efforts and condition a school environment that can motivate all school residents (teachers) to achieve educational goals in the school. "School Principal Leadership in Improving Teacher Performance at SD Negeri 9 Lubuk Besar" is the title of the study.

B. Methods

Research will be conducted at SD Negeri 9 Lubuk Besar in Kulur Ulu Village on the role of principal leadership in enhancing teacher performance. Central Bangka Regency, Lubuk Besar District, and Lubuk Besar Highway. A person who can supply the key information required for the research is referred to as the research object or informant. Humans are the subject of social survey research. Sugiyono (2017) claims that, from the standpoint of qualitative research, the total social context under study consists of elements of place, actors, and activities that work in concert. This research is for the principal's leadership in improving teacher performance at SD Negeri 9 Lubuk Besar, therefore the main data sources for this research are people who are considered important for obtaining clear and accurate information. The purpose of this study is to support the principal's leadership in enhancing teacher performance at SD Negeri 9 Lubuk Besar, hence the principal and other key informants are the primary sources of information for this study.

Research methods are a scientific way to gather data with clear intentions and use, claims (Sugiyono, 2015). A descriptive qualitative technique is used in this study, which means that situations or occurrences are described in a way that is systematic,

factual, real, and correct about the facts and phenomena that are being studied or observed. This is in line with (Sudaryana, 2018) assertion that descriptive research is utilized to create theories that are based on field facts. The school committee, teachers, and administration are the study's objects. We used observation, interviews, and documentary case studies as our sample-gathering methods. Since obtaining data from the field is the primary goal of research, data-collecting procedures are the most crucial phase of the process. In qualitative research, there are four different categories of data collection methods: observations, interviews, documentation, and combination or triangulation.

C. Results and Discussion

There are various research findings, including the following, which are based on the information gathered in this study through observations, interviews, and documentation studies about Principal Leadership in Improving Teacher Performance at SD Negeri 9 Lubuk Besar.

1. Principal leadership in improving teacher performance at SD Negeri 9 Lubuk Besar

Overall, the principal has shown good leadership values, has exhibited exemplary attitudes and behavior toward the school community, and has been disciplined in coming and going according to schedule. The principal has also consistently provided disciplinary guidance to all school residents for those who violate with full responsibility, actively carried out class visits by supervised learning, and finished teacher administration on a regular and ongoing basis. The principal is very active in supporting professional development teachers by encouraging to always be active and take part in various training, seminars, and other routine teacher activities such as KKG IHT training, and so on. School principals also always build active and creative work with various programs that are run together such as learning communities, school development teams, and other activities.

Teachers and other school personnel benefit from the principal's leadership, which brings about positive changes. Teachers can construct varied and creative learning in the classroom because they are engaged and accustomed to creating lesson plans as part of teaching administration. This allows them to provide information in a structured way that best meets learning objectives. Teachers always examine and assess student learning and exhibit a disciplined attitude toward their interactions with students, parents, and society at large. Although there are occasionally still challenges and restrictions, teachers actively and enthusiastically participate in training programs and learning community activities at school daily.

The discussion on school principal leadership in raising teacher performance at SD Negeri 9 Lubuk Besar is described above, and it is consistent with the study by Muchsin et al. (2022), which claims that the amount of abilities required varies depending on the type of organization. Organizational leaders' abilities help the group to benefit in a variety of ways. If a leader can think conceptually, write manuals, collaborate with other institutions, negotiate with the government, and more, they can benefit from a variety of advantages. The abilities of school administrators are shown in their efforts to help children mature academically and socially. Institutions of higher learning must fulfill their roles as stewards of values, agents of change, and centers for shaping human behavior. The improvement of a teacher's performance includes accountability for assignments, self-control, and a dedication to raising the standard of the teaching and learning process.

2. Barriers to principal leadership in improving teacher performance at SD Negeri 9 Lubuk Besar

According to the information gathered for this study through observations, interviews, and documentation studies, school administrators continue to face several challenges in their efforts to improve teacher performance. For example, some teachers continue to violate work regulations by arriving late or being given permission to leave class for personal reasons. For older teachers, issues include poor understanding and use of IT in the classroom, teaching utilizing fewer diverse methods and media, and personal issues. This issue might be brought on by the creation of too many restrictions without the input of all teachers, which burdens some of them. A program's ability and readiness to be implemented by teachers must be thoroughly mapped out in terms of their mental, physical, and community readiness for implementation.

According to the above description of the discussion about the challenges facing principal leadership in raising teacher performance at SD Negeri 9 Lubuk Besar, there are factors impeding principals from raising teacher performance, including the fact that there are still teachers with honorary status, which may have an impact on a teacher's performance. The lack of facilities, such as LCD projectors, then makes learning more difficult. Because of the teacher's inability to control the classroom and foster an enjoyable learning environment, students find studying to be boring. Additionally, there are still those professors who lack complete discipline when it comes to showing up to work and attending classes. As a result, pupils will become disruptive and frequently leave the classroom, disrupting other classes that are trying to learn. The findings of this study are also consistent with earlier research by Hanim et al. (2020), which discovered that teachers often refused to accept the principal's assigned reading assignments. This reluctance is brought on by teachers' heavy workloads, which make it difficult for them to concentrate on their work, and their inability to use technology-based learning media devices.

3. The principal's leadership solution in improving teacher performance at SD Negeri 9 Lubuk Besar

As a result, the principal consistently assesses teacher performance in learning community activities. Performance evaluation is particularly effective because it allows for group problem-solving. The principal is already aware of the challenges faced in enhancing teacher performance. With the help of four sizable school program development teams, the school principal also formed a strong and cohesive work team. Finally, the school principal consistently oversees instruction and reviews teacher administration in a variety of ways, including going down directly and involving other teachers in its implementation. The school principal actively invites teachers to participate in driving school programs and participate in various kinds of self-development both online and offline.

According to the account of the conversation on the principal's initiative to raise teacher effectiveness at SD Negeri 9 Lubuk Besar, It is excellent, and this is consistent with research by Titin Damayani et al. (2021), which defines leadership as a process in which one individual influences other group members to accomplish specific group or organizational goals. Leaders are those people in groups or organizations who have the most influence over other people, according to this definition. It follows that it is possible to define leadership as the process of luring, enticing, or bringing individuals together to pursue common objectives.

The findings of this study were also supported by research by Setiyadi & Rosalina (2021), who found that school principals could improve teacher performance by encouraging and supporting their pursuit of higher education as well as by harnessing their enthusiasm for taking part in training both inside and outside of the classroom to raise standards of instruction. Additionally, the success of KBM (Teaching and Learning Activities) is supported by the utilization of already existing facilities and infrastructure in schools. Then, each teacher must be able to provide variations in learning methods so that students do not feel bored during the learning process. In addition, there is strong motivation from the principal and rewards teachers who have performed well. Then, each teacher must be able to offer a variety of teaching techniques so that pupils are not bored while studying. Additionally, the principal provides tremendous motivation and recognizes teachers for their accomplishments.

D. Conclusion

Based on the findings of interviews, observations, and documentation from a study done by researchers addressing the principal's leadership in raising teacher performance at SD Negeri 9 Lubuk Besar. In this instance, the researcher can draw

the following conclusions about the principal at SD Negeri 9 Lubuk Besar's leadership in enhancing teacher performance: 1) The leadership of the principal has been very effective in raising teacher performance. Teachers have been trained by the principal to administer learning materials systematically, including porta, promissory notes, syllabus, and lesson plans, providing assessments or assessments, conducting learning evaluations, conducting follow-up assessments, and mastering learning study materials. The principal has been able to perform his duties and roles with a full sense of responsibility, including motivating students, supervising classes, guiding all school personnel toward achieving the institution's vision and mission, offering advice on classroom learning issues, modeling an exemplary attitude for all school personnel, and advancing the teaching profession through both teacher working conditions and other means; 2) The principal's leadership in enhancing teacher performance at SD Negeri 9 Lubuk Besar is hampered by several factors, including teachers' low interest in participating in training activities or educational seminars held online independently; their creativity in teaching, which still needs to be enhanced by the students' growing learning needs; and other factors; 3) To overcome challenges to the principal's leadership in enhancing teacher performance at SD Negeri 9 Lubuk Besar, the principal must increase the human resources in the school and must further increase the teachers' sense of awareness internally from within themselves towards the rapid development of technology. The principal must also continually inspire and provide reference sources for teachers to make learning more interesting and creative as well as provide various trainings and programs.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues in SD Negeri 9 Lubuk Besar who helped us in this article.

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