

# Principal Leadership In Improving Teacher Performance In Schools

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## **Abstract.**

*The school principal is the leader in an educational institution unit using team work, who is entrusted by the institution to lead the school and motivate work, teach, organize, mobilize and direct, for the achievement of educational goals. This study uses a qualitative approach using descriptive methods. This study aims to describe the principal's leadership in improving teacher performance. In the learning process the teacher is seen as having an important role especially in helping students to develop their potential in cognitive, affective and psychomotor abilities, the teacher also seeks to arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by each teacher. can be displayed through the mastery of pedagogic, professional, personality and social competencies. Considering that the leadership and work motivation of school principals on teacher performance provides a correlation, it is suggested to school institutions, that teachers can improve performance as can be seen from their responsibilities in carrying out the professional duties they carry.*

**Keywords:** Leadership, Principal and Performance Improvement.

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## **I. INTRODUCTION**

Education makes a very large contribution to the progress of a nation, and is a vehicle for translating constitutional messages as well as a means for building national character. An intelligent society will give the nuances of an intelligent life and will progressively form self-reliance. Such a nation's society is a big investment to struggle out of the crisis and face the global world. The achievement of educational goals is highly dependent on the skills and wisdom of the principal as a leader. The principal is the key to developing and improving the quality of a school because his function as a leader is very influential for the continuity of the teaching and learning process. Therefore, it is necessary to have a strong and competent school principal who supports his duties in the educational process [1] (Kompri, 2017). Principal leadership is an effort made by the principal as a leader to influence many people (teachers, administrative staff, students, stakeholders) through communication to achieve school goals. The indicator is that the principal is able to mobilize all school members to carry out their duties and responsibilities in accordance with the duties and responsibilities given. From this it can be understood that the principal's leadership is the ability of school leaders to influence, guide, and direct teachers, staff, students, and all school members (stakeholders) to achieve school goals. Good school principal leadership must be able to seek to improve teacher performance, because teacher performance is also a determinant of the level of quality of education.

Therefore, the principal has a great responsibility in educational organizations and for leading the organization so that it can run well. The role of the principal is as an educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM) [2] Mulyasa, (2013). The implementation of good learning is inseparable from the role of the principal as a manager in school institutions. The principal must be able to guide the school community to achieve goals in accordance with the vision and mission that has been set. The principal must be able to motivate school members. Therefore, the principal must get to know each member of the school more closely so that it is easier for him to carry out his duties properly, for example through interpersonal communication. Building good interpersonal communication, creating a comfortable work atmosphere is one way to make it easier to achieve goals. Thus, the principal plays an important role in improving teacher performance in carrying out their duties and obligations. Thus the teacher's performance is a condition that shows the ability of a teacher in carrying out his duties at school and

describes the existence of an action displayed by the teacher during learning activities. How the teacher is qualified, this really depends on the role and role of the school principal.

## II. RESEARCH METHODS

The research method used is descriptive qualitative, namely describing or describing the situation in the field by photographing and presenting the data as it is and interpreting the correlation as an existing factor that applies to the point of view or ongoing processes regarding the principal's leadership in improving teacher performance in schools. . Data collection was carried out using triangulation techniques using interviews, document studies, and field observations. The analysis was carried out through data reduction, data presentation, and drawing conclusions.

## III. RESULTS AND DISCUSSION

The era of globalization demands changes in all fields, such as the fields of economics, politics, and education. Specifically in the field of education, to face these challenges, the Indonesian government continues to strive to improve the quality of education in Indonesia in order to create human resources that are ready to compete with other countries. One of the efforts made by the government is to improve the competence of educators. By increasing the competence of teaching staff, it is hoped that it will be able to increase the competence of graduate students. The principal himself is an educational leader at the school level. Educational leadership requires major attention because through good leadership we hope to produce qualified personnel in various fields, both as thinkers and workers.[3](Rosya, 2018). "Leadership is the ability to influence a group toward the achievement goals". Leadership is needed to influence a group towards achieving goals. To achieve an organizational goal, leadership absolutely must be carried out by an organizational leader. In realizing a good organization a leader needs to have a leadership style as a tool in influencing subordinates to achieve organizational goals[4]Rohmat, (2010) (in Oktevia, et al 2016) He has a big role in developing the quality of education in his school. According to Aaron (2009)[5]"The principal is a teacher who is given the additional task of leading a school. The principal is also called the educational leader in his school, even though the two terms are identical, they have differences between one and the other. The principal is a teacher who has the ability to lead all existing resources in a school so that they can be utilized optimally to achieve common goals.

The principal of this school has implemented this rule since the beginning of his leadership. This is evident from the pre-observations that the researchers did at the school, almost all of the teachers at this school liked his leadership. This is because under his leadership, this school is getting better than before. Furthermore, according to Sardiman (2012)[6]to see the ability of school principals to manage human resources in schools can be seen from the following indicators: (a) Identify the characteristics of an effective education staff; b. Planning school education personnel (demand, availability, and gaps); (c) Recruiting, selecting and orienting new education personnel; (d) Develop the professionalism of educational staff; (e) Utilize and maintain educational resources; (f) Assessing the performance of educational staff; (g) Developing a system of remuneration, reward and punishment that is capable of guaranteeing certainty and fairness; (h) Implement and develop a career development system; (i) Motivating education staff; (j) Fostering a harmonious working relationship; (k) Maintain school personnel documentation or manage school personnel administration; (l) Manage conflict well; (m) Conducting job analysis, and compiling job descriptions for educational staff; (n) Have appreciation, empathy, and sympathy for educational staff. The tasks and responsibilities above are the duties and responsibilities of a school that must be carried out in order to optimize all the potential that exists in an educational institution, in particular to improve teacher performance, the principal must be able to provide a sense of security and comfort, provide motivation and support to teachers, fulfill all teacher's needs, respect and interact well with teachers.

If these responsibilities are carried out, then the teacher's performance can be properly carried out by the teacher. School as a formal educational institution has a very strategic position in forming the basic attitudes of students. Therefore, in schools, it is necessary to create an educational climate that is pleasant and orderly.

A school principal who meets the criteria and requirements for a position means that he is authorized for the position or task given, in other words, meets the competency requirements. Supandi (Wahyudi, 2009) [7] that "Competence is a set of abilities to perform a position, and not merely knowledge. Competence requires cognitive abilities, affective conditions, values and certain skills that are specific and specific related to the characteristics of the position or task being carried out". In this case success the principal in leading the school will appear in what he does. Thus the competency of the principal is knowledge, skills and basic values that are reflected by a school principal in the habit of thinking and acting consistently which allows him to be competent or capable in making decisions regarding the provision, utilization and improvement of the potential of existing resources to improve the quality of education in his school. Organization, The principal can be said to be successful from how capable he is of creating cooperation within educational organizations (external). The success of the school principal in disciplining teachers is a condition that is incorporated in an educational organization to obey and comply with existing regulations and implement them with pleasure. A teacher who obeys all the rules for fear of being punished reflects negative discipline. On the contrary, the teacher's obedience to the rules because he is aware of the function of these rules to achieve success is a reflection of positive discipline.

Principals are also required to be able to motivate teachers. Work motivation means the attitude of individuals and groups towards the entire work environment and towards cooperation with others to achieve maximum results in accordance with the interests of an organization. Thus, work motivation describes a person's or group's deep feelings of pleasure and satisfaction with work, cooperation, and the school environment and encourages them to work better and more productively. Related to how to foster work motivation in the school environment, according to Magin [8] (Ministry of National Education: 2008) states that there are 14 (fourteen) ways to foster work motivation in the environment as follows: (1) Define common goals clearly, (2) Clarify members' expertise and responsibilities, (3) Take time to determine how to work together, (4) Avoid predictable problems, (5) use constitution or team rules that have been mutually agreed upon, (6) Teach new teammates, (7) Always work together, (8) Turn ideas into reality, (9) Manage differences actively (10) Fight the conflict virus, (11) Mutual trust, According to the head of the Education Human Resource Development and Education Quality Assurance Agency, Ministry of National Education [9] (2013) "The assessment of school principals is carried out based on: (a) school/madrasah development efforts carried out while serving as school/madrasah principals; (b) improving the quality of schools based on 8 (eight) national education standards while under the relevant leadership; and (c) efforts to develop professionalism as a head."

If there are several theories about the principal duties of the principal above, the authors can be described as follows:



Pictures of Principal Duties of the School Principal

Performance appraisal is basically one of the key factors for developing an organization effectively and efficiently. For the purposes of evaluating teacher performance, information is also expected to be of good quality, meaning that it is able to describe teacher performance well. In addition, more solid career planning is needed. for each of them. To find out the success of the performance, it is necessary to evaluate or assess the performance based on the parameters and indicators that are determined which are measured effectively and efficiently, such as productivity, effectiveness in using time, funds used and materials not used. Meanwhile, work evaluation through behavior is carried out by comparing and measuring a person's

behavior with co-workers or observing a person's actions in carrying out the orders or tasks given, and how to communicate tasks and work with others. Individual performance assessment is very useful for the dynamics of the growth of educational organizations as a whole. Through this assessment, it can be seen how the teacher's condition and performance aspects are. Thus, goals and contributions and assessment results that are expected to be achieved. According to Fatta[10](Usman, 2012) qualified teachers can be measured by five main factors, namely: (a). Professional ability (professional capacity), intelligence ability, attitude and achievement at work; (b) Professional efforts (professional efforts), teachers transform professional abilities into the teaching and learning process.

(c) The suitability of the time devoted to professional activities, the intensity of a teacher's time for his professional duties. Appropriateness of the time devoted to professional activities (link and match), teachers who support the teaching and learning process until it is complete and correct; e. Adequate welfare. This opinion explains that performance measurement can be done in various ways. If this can be done, it is possible that the quality of teachers will improve and teacher professionalism will get better and more stable. Further according to Donnelly[11](Usman, 2007) that can affect "performance", namely: (1) Individual variables, including abilities, skills, and demographics, (2) Organizational variables, consisting of leadership resources, rewards, and job design structures, (3) Variables psychological, including perception, attitude, personality, learning, and innovation. In performance measurement, a school can find out how far the teacher's performance is by looking at performance standards and knowing the quality of teachers and determining priorities that are of concern to performance appraisal. Next according to Mulyasa (2008) to achieve this goal, a teacher must be creative, professional, and fun, by positioning himself as follows: (a) Parents who are full of affection for their students (b) Friends, a place to complain, and express feelings for students. (c) Facilitators who are always ready to provide convenience, and serve students according to their interests, abilities and talents. (d) Contribute thoughts to parents to be able to find out the problems faced by children and provide suggestions for solutions. (e) Cultivate self-confidence, courage and responsibility. (f) Familiarize students to interact (silaturahmi) with other people naturally. (g) Developing a proper socialization process between students, other people, and the environment. (h) Develop creativity. From the presentation above, it can be concluded that a teacher who is full of compassion, a place to complain, fosters self-confidence and helps when needed, will advance the school with its professionalism in educating children.

Thus, it is necessary to have planned and programmed activities in realizing the quality of teacher performance. By prioritizing work discipline as a reference to achieve the desired teaching and learning targets. If all is achieved, then the quality of education in schools thanks to the performance of teachers who are supported by good discipline will soon be created. Teachers who have a good personality can generate a willingness to actively advance their profession and increase dedication in doing educational work so that it can be said that the teacher has good accountability, in other words, accountability behavior demands that the work ends with good results that can satisfy the boss who gives the task. Increasing teacher professionalism must be carried out systematically, in the sense that it is carefully planned, carried out in principle, and evaluated objectively. In measuring the performance of teachers is to strive for all teachers in sufficient numbers and manage their existence as well as possible. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by each teacher. can be displayed through the mastery of pedagogic competence,[13](Iskandar, 2013)The results of research based on interviews and observations show that school principals have carried out teacher development activities in the form of involving teachers in training or seminars and encouraging teachers to continue higher education. This has not been fully implemented to its full potential because the training program is only involved in activities outside of school and only a few teachers have been included according to delegations from the agency. Meanwhile, holding seminars or training and other things at the school itself has not yet been implemented because it is still planned to attend external sources.

This is in line with the opinion of Gaol (2018)[14]efforts that can be made by school principals to improve teacher performance are to direct teachers to take part in education and training activities to improve their competence, for example, attending seminars or workshops. The same thing was also conveyed by

Muspawi, et al (2020) [15] that the efforts of school principals to increase teacher professional competence are by carrying out the coaching process and involving teachers in various educational and training activities, seminars, workshops, and Teacher Working Groups. The principal has also carried out discipline coaching by showing an exemplary attitude, namely by arriving on time and dressing neatly and using study time effectively. For this discipline coaching the principal always checks the attendance of the teacher. If a teacher is found to be undisciplined, there will be a reprimand from the school principal. However, based on the results of interviews with the principal, information was obtained that there were still teachers who came late to school and when entering class hours the teacher did not immediately enter the class. teacher, but for his exemplary attitude has been shown By the principal. Discipline development is very important to improve teacher performance, in line with Istikhomah's opinion (2018)[16] which states that a leader must be able to foster discipline, especially self-discipline (self-discipline). In this regard, leaders must be able to help employees develop patterns and improve standards of behavior, and use the implementation of rules as a tool to enforce discipline. Discipline is something that is important to instill respect for authority, instill cooperation, and is a need for respect for others.

The task of the school principal in supervising teacher performance has indeed been carried out, but it has not been fully maximized. This will have implications for improving teacher performance in these schools because there will be ups and downs in teacher performance and this will affect the learning process for students. Based on the results of interviews and observations, it shows that the principal has supervised teacher performance by observing/controlling classes and visiting classes to see directly the learning process carried out by the teacher. However, for observation/controlling in each class it is often done if the principal is on standby at school but if the principal is on duty or there is a need outside the researcher sees the teacher's problem being solved by himself. To monitor teacher performance when learning activities in the classroom are not routinely carried out, therefore there are schedules. If obstacles or difficulties are found for teachers in teaching, the principal provides solutions or follow-up on problems experienced by teachers. This is in line with Setiyadi's theory (2020)[17] that observing the class is an individual supervision technique carried out by the principal or supervisor to supervise and pay attention to the ongoing teaching and learning process. The results of research conducted by researchers are in line with research conducted by Abdillah (2018)[18] which states that the principal visits the class during the learning process to see and assess how the teacher is performing and always guides and directs the teacher in carrying out his duties. This is while the principal is at school but if the principal is out on business, the teacher solves the problem himself and is assisted by other teachers.

Based on the results of the research, it shows that the principal has provided motivation to the teacher, while the motivation given by the principal is by providing encouragement and input to the teacher and creating harmonious relationships and a pleasant working atmosphere so that the teacher can improve his performance. This is done by the principal during meetings or discussions individually with the teacher. In addition, also by giving awards in the form of promotions or positions, money or goods, charters/certificates. However, these awards are rarely given due to limited budgets. The form of appreciation that is usually given by the principal to teachers is in the form of praise or recognition as well as appreciation or thanks to teachers whose performance is good. This is in line with Musbikin's theory (2013)[17] said that school principals must have the right strategy to motivate education staff in carrying out various tasks and functions. This motivation can grow through physical arrangements, setting a work atmosphere, discipline, encouragement, rewards effectively and the provision of various teaching and learning resources by developing learning resource centers. school principals have conducted teacher performance evaluations by holding meetings even though only at the end of the school year. This aims to find out how well the teacher's performance and student success are in learning activities and to find out all the components of all the strengths and weaknesses of the teacher in carrying out their duties, specifically for the weaknesses after the joint evaluation process will later be addressed together and the head provides follow-up on these weaknesses. After that, a continuous evaluation is carried out, meaning to see to what extent the progress or deficiencies in the process are being observed. Thus the authors conclude that the principal has carried out teacher performance evaluations even though they are not optimal. Several factors support school principals

in improving teacher performance, namely by providing encouragement and support to teachers to continue higher education and the enthusiasm of teachers who are always willing to participate in training both at school and outside of school so as to improve their quality in teaching. Furthermore, the fulfillment of existing facilities and infrastructure in schools, because these facilities and infrastructure are supporting the success of KBM (Teaching and Learning Activities).

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.

#### **IV. CONCLUSION**

Principal leadership in improving teacher performance in schools This must be proven by having a routine agenda of carrying out routine coaching on teacher performance in institutions, in fostering teacher performance the principal has carried out coaching in teacher professional development, namely by involving teachers in seminars, training, and training, it's just that the training attended by teachers is still a program from the government and only a few teachers have been included in this form of training. In addition, the principal also familiarizes the teacher with time discipline. Furthermore, always supervise teacher performance, in supervising teacher performance, the principal has made observations of each class or controlled to see class conditions. Then for supervision when learning activities in class have not been carried out optimally. Due to conducting class visits during the learning process it is not routinely carried out based on the schedules.

Providing motivation to teachers, the principal has also provided motivation quite well, motivation is given personally or at meetings to teachers to encourage students teachers and provide encouragement to teachers to improve their performance. Conduct periodic evaluations of teacher performance, evaluation of learning activities and teacher performance by the school principal at the end of each school year to find out how successful students are in receiving lessons and find out whether the teacher's performance is getting better in carrying out their duties. As for teacher performance indicators in planning learning, managing implementation and evaluating learning, the teacher has implemented it quite well, but it is still not optimal because there are still teachers who do not make lesson plans, then also in practice there are still teachers who have not used various methods, then evaluation is also still there are teachers who do not give an assessment and follow up on the results of the assessment.

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