

Improving Teacher's Performance Through Principal's Leadership

Rinaldy Sandika

SD Negeri 6 Mendo Barat, Indonesia
e-mail: sandikarinaldy05@gmail.com

Bukman Lian

Universitas PGRI Palembang, Indonesia
e-mail: drbukmanlian@univpgri-palembang.ac.id

Rohana

Universitas PGRI Palembang, Indonesia
e-mail: rohana@univpgri-palembang.ac.id

Article History: Received on 10 August 2022, Revised on 27 September 2022
Published on 5 October 2022

Abstract

The purpose of this research is to describe the principal's leadership in enhancing teacher performance at SD Negeri 6 Mendo Barat. This study employs a descriptive qualitative technique. This study's informants included six principals, instructors, and school managers. Interviews, observation, and documentation are used as data collecting approaches. Using triangulation techniques, assess the data's veracity. The findings revealed that: 1) principal leadership has an effect on improving teacher performance as evidenced by providing motivation to work, fostering discipline, rewarding, consulting, conducting class visits, demonstrating exemplary attitudes and behavior, and developing the teaching profession; 2) the instructor's performance is well established, as indicated by the teacher preparing a lesson plan, organizing learning activities, developing interpersonal relationships, performing assessments, following up on assessment findings, and mastering academic subjects. The study's findings indicate that the principal's leadership is important in increasing teacher effectiveness and contributing to the advancement of learning quality.

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

A. Introduction

The principle is critical to the success of education management implementation. As a leader of an institution, he must be able to guide the institution toward meeting its objectives. Principals must recognize changes and be able to anticipate and respond to future issues in a more effective manner. As a result, school administrators may empower teachers, educational staff, and other school members to achieve excellent, seamless, and productive learning (Mulyasa, 2013).

According to Murtiningsih and Lian (2017), essentially teacher performance is the behavior produced by a teacher in carrying out their duties as educators and teachers when teaching classes in accordance with predetermined criteria so that they can become professional teachers, while professional teachers themselves are qualified teachers. According to Fevi et

al. (2021), teacher performance may be observed from a teacher's obligation in carrying out the mandate, the profession allocated to him, and reflecting his moral education. This is demonstrated by their compliance, dedication, and loyalty to learning and developing students' potential for the success of educational institutions where they teach. A teacher has a noble job since his or her existence is linked to the success and quality of education. As a person who can explain, explain, and develop the values included in the curriculum, and then impart these values to pupils through the classroom learning process. Teachers are also assigned a number of duties connected to the type of devotion.

According to Esti et al. (2021), teacher performance in learning is a crucial aspect in reaching educational goals since instructors are the educational spearhead. Student learning outcomes at school are affected by the high and low quality of teacher performance. A teacher's performance cannot be divorced from his or her innate competency and must be mastered. Teachers must be able to consistently improve their performance, as this is the key to their success as educators.

The effect of teacher performance is not only from the leader, but also from the work environment or from colleagues from the same school and profession, which is referred to as organizational culture at school or work culture. According to Arifin and Barnawi (2014), many instructors perform below the level not because they are incapable, but because a decent work culture has not been established. This suggests that a leader's success is impacted not just by his leadership qualities, but also by how much his subordinates' work environment supports his leader's success.

Purwoko (2018) adds that instructors play an important role in the educational system. In the realm of education, particularly in schools, the interaction between instructors and pupils must be maintained properly, or the essential functions of learning will not operate properly. As a result of the significance of teachers, it is possible to assume that the quality of education is dictated by the improvement of teacher performance. This statement is in accordance with Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers, which states that teachers are professional educators whose primary responsibility is to educate, guide, direct, train, assess, and evaluate students in early childhood education, primary education, and secondary education.

According to Burhanuddin et al. (2016), the principal's leadership and stakeholder involvement have an impact on school quality. The school principal is in command of the whole learning process, from input to procedure to school output. A school principal must be able to carry out all of his responsibilities as a professional administrator and manager in order for the assignment to be completed correctly.

The principal is another factor in affecting school quality improvement. According to Firmawati et al. (2017), the principal's leadership is the most essential factor in increasing school quality. The correct principal's leadership style will be a determining factor in making choices, as well as motivating instructors to complete tasks in an efficient and effective manner. According to Mulyasa (2015), principals must be able to operate as educators, managers, administrators, supervisors, leaders, innovators, and motivators. The principal's dilemma of enhancing chances to connect successfully with teachers in favourable conditions is intimately tied to educational leadership.

According to Wahyuningsih (2018), the development of educational staff or workers is becoming increasingly vital due to the demands of work and employment, as well as technology improvements and increased community awareness of the relevance of education. Development of education people or workers in order to increase the educational quality and work effectiveness of all school staff in educational organizational units.

In the context of regional autonomy and decentralization of education, mastery of knowledge about principals' leadership and understanding the importance of an effective principal's leadership role is a significant contribution to principals in increasing school effectiveness, realizing effective schools, and quality learning.

This is what motivates us to undertake studies on principal leadership in the improvement of teacher performance. The author conducts research at SD Negeri 6 since it is one of the Mendo Barat District's B-accredited public schools. In terms of the educational system, which is well-structured, the infrastructural facilities are enough for what is required in the learning process.

According to prior research by Fitria et al (2020), the principal's leadership in enhancing teacher performance is quite obvious. Furthermore, according to Zainudin's (2017) research, school principals are working to eliminate current barriers to increasing teacher performance. Completing different facilities to enhance teacher effectiveness and partnering with school committees in reacting to concerns from outside the school are examples of these difficulties.

Based on the findings of the Pre-Study, the authors think that it has been fully implemented, and because the principal's leadership in enhancing teacher performance is extremely strong, the researchers are interested in doing research on this. Some information was obtained from observations related to the principal's leadership that the principal's leadership has not been able to fully influence, mobilize, develop, and empower teachers to be able to improve this performance, the principal has not been routinely conducting class visits, and teachers have limited time for guidance and assistance in making syllabus and lesson plans.

The findings of the observations show that the principal's leadership at SD Negeri 6 Mendo Barat has not been completely executed. In terms of teacher performance at SD Negeri 6 Mendo Barat, there are still those who arrive late and do not always use learning media, lack mastery of academic subjects, and fail to follow up on the findings of student learning assessments.

There are several data in the field that demonstrate instructors' poor performance. Random interviews performed by researchers at SD Negeri 6 Mendo Barat reinforced the perception of poor teacher performance. The interviews revealed several descriptions of the conditions in question, including: teachers did not make adequate plans in carrying out teaching tasks, did not prepare lesson plans, made lesson plans only to fulfill teaching administration requirements, and did not prepare learning media, where old lesson plans were reused by replacing year and cover only. There are also teachers that use books to teach. Teachers frequently leave school before it is time to depart. There are still teachers that are technologically aware. And, as seen by the declining average value of the National Examination over the previous five years, pupils' academic achievement has declined. All of the evidence shown above demonstrate instructors' poor performance. Teachers, being human beings who execute professional obligations, nonetheless require care.

Thus, based on early interviews, it can be seen that the performance of SD Negeri 6 Mendo Barat instructors has not been entirely implemented, since there are still various indicators that are not optimally executed. This is due to instructors' continuing lack of knowledge about their vocation. It is evident from this requirement that the actual rule is not maximum. As a result, the following author intends to undertake more study in the hopes of learning more about the Principal's Leadership in Improving Teacher Performance at SD Negeri 6 Mendo Barat.

B. Methods

We attempted to uncover the role of the principal's leadership in boosting teacher performance at SD Negeri 6 Mendo Barat in this study. The descriptive qualitative technique is used in this investigation. In this study, the objects include school committees, instructors, and administration in data gathering approaches such as observation, interviews, and documentation. Data analysis included activities such as data reduction, data presentation, and data verification. The credibility test (validity interval), transferability (external validity), dependability (reliability), and confirmability are all components of data validity (objectivity).

C. Results and Discussion

Several measures performed by school principals at the SD Negeri 6 Mendo Barat level are attempts to improve teachers' professional performance. This endeavor is made to encourage higher levels of accomplishment and to enhance the quality of teachers' performance in carrying out learning activities for students at SD Negeri 6 Mendo Barat.

There are various research results based on the particular findings acquired in this study through data from observations, interviews, and documentation studies regarding the leadership of school administrators in increasing teacher performance at SD Negeri 6 Mendo Barat, are the Principal of SD Negeri 6 Mendo Barat's leadership is characterized as smart and responsible, particularly wise in terms of inspiring teachers to work joyfully, then cultivating discipline and responsibility in his leadership, where the kind of principal's leadership is democratic. The principal has performed admirably in his leadership capacity, as seen by class visits and good behavior. The principal does not distinguish between himself and the full board of teachers, employees, and administration; they all melt into one entity. According to the research of Muslim et al (2020), a principal must have fundamental abilities, such as how to communicate, offer inspiration, lead, display exemplary attitudes and conduct, and make choices, so that instructors and workers respect and obey principals who have the spirit of leadership. Furthermore, Abdurrozaq's (2017) research explains that competent administrators give opportunity for teachers to participate in training to increase professionalism, as well as for principals to oversee, develop discipline, provide inspiration, and reward teachers who do well.

There are various issues with enhancing the quality of education at SD Negeri 6 Mendo Barat, including the principal's failure to develop active and innovative working groups, which used to meet once a month but now meet every 3 to 4 months. Furthermore, instructors are sluggish to adopt new technology. The principal must then take steps to ensure that dangers to the school's development do not interfere with its vision, purpose, and goals.

Observing the findings above, it can be explained that the principal's leadership in improving teacher performance can be done by seeking to increase human resources in schools,

specifically by seeking to improve teacher performance by conducting training or involving fellow teachers in webinars, seeking to improve the performance of each school manager by evaluating performance and achieving targets by making regular internal school meeting agendas, and seeking to improve scholastic performance.

According to Wahjosumidjo (2013), leadership success is closely related to increasing student achievement and the level of concern and involvement of a leader in both organizations, first, namely what the organization has achieved, which includes production, funding, adaptability with innovative programs, and second, namely the development of the organization related to subordinate satisfaction and morale.

Leadership is a critical component of organization and management. Leadership has a factor in whether or not corporate goals are met (Ali, 2012). According to Pasolong (2015), leadership is a person's action to arrive to a given point through other people, both individually and in groups, and is intended to be governed, supported, and influenced in order to carry out the desired goals freely.

According to Andang (2014), leadership is a sequence of acts carried out in an attempt to persuade a person or a group of people to collaborate truly in order to achieve an organization's goals. According to Ariani (2017), leadership is a sequence of individual efforts for other people to accomplish work by organizing, leading, and moving others so that the intended goals are met. According to Firmawati et al. (2017), leadership is an action or talent that allows one to influence human behavior individually or in groups.

Leadership is a personal characteristic that possesses particular qualities that may motivate people to work together to achieve the desired results (Kartono, 2011). Leadership is a set of behaviors that affect and promote the actions and habits of group members in order to achieve organizational goals (Hasanah, 2017). According to Badeni (2013), leaders are picked because of their capacity to organize a large number of people to achieve organizational goals. Leadership determines an organization's success (Thoha, 2012). Essentially, leadership is vital in an organization to achieve goals through persuading other parties to behave in order to attain what is intended.

Muna (2020) derives performance from the word performance. The term performance is derived from multiple inputs: 1) enter, run, carry out; 2) fulfill the vow-keeping commitment; 3) describe a game character; 4) describe with sound or musical instrument; 5) carry out or accomplish obligations; 6) execute an activity in a game; 7) play music; 8) do something that someone expects of you.

Rahardja (2014) defines performance as a work achievement obtained by work or performance. Meanwhile, according to Bangun (2017), performance is the outcome of work completed by someone in accordance with job criteria. A job has specific requirements that must be met in order to achieve goals, which are commonly referred to as work standards. According to Baihaqi (2015), the following factors influence employee performance: quantity of production, quality of output, output period, attendance at work, and cooperative attitude.

Work performance is the task accomplished by a person in carrying out the work allocated to him based on aptitude, experience, persistence, and time constraints. The degree of job

performance in the form of work outcomes, ability and acceptance of task delegation clarity, and a worker's interest may all be used to determine the type of performance.

D. Conclusion

Based on the findings of on-site research, the role of the principal in improving teacher performance at SD Negeri 6 Mendo Barat shows that the principal has implemented duties with full responsibility to improve teacher performance, have motivated, fostered discipline, given awards, provided consultations, made class visits, demonstrated exemplary attitudes and behavior, and developed the teaching profession. The teacher's performance has been excellent in areas such as lesson planning, implementation of learning, interpersonal interactions, assessment, follow-up assessments, and mastery of academic study materials. While the obstacles to the principal's leadership in improving teacher performance at SD Negeri 6 Mendo Barat are that they have not been maximal in building active and creative working groups for teachers, which were once a month but are now once every 3 to 4 months, and the teachers' slowness in mastering technology. Principal leadership is strongly tied to enhancing teacher performance since the stronger a principal's leadership, the better the performance of teachers, resulting in a rise in the quality of teaching in schools.

E. Acknowledgement

We thank to principal of SD Negeri 6 Mendo Barat and Universitas PGRI Palembang who have supported us to do this project.

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