

# THE PRINCIPAL'S LEADERSHIP IN IMPROVING TEACHERS PERFORMANCE IN ELEMENTARY SCHOOL

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## ABSTRACT

The principal is the person who is responsible for improving the performance of teachers in schools. The purpose of this study was to determine the principal's leadership in improving teacher performance at SD Negeri 2 Lamcot, Aceh Besar District. Research conducted using a qualitative approach with data collection techniques including documentation, observation, and interviews. The research subjects were school principals and teachers. This research shows that: (1) The principal's leadership in improving the ability of teachers at SD Negeri 2 Lamcot Aceh Besar District has made written and verbal rules in accordance with the school's vision and mission by involving teachers, school targets and school principals formulating activities to improve the ability of teachers. These results enable teachers to teach better. As a result students can more easily understand lessons, feel comfortable while at school and achieve a better quality of education; (2) The factors that influence the leadership of school principals in improving teacher performance are their desire to improve school performance in order to have better performance at the Aceh and national levels. This desire is the main factor that influences it along with other general factors, such as: the personal condition of the school principal, school organization, and external environment.

Keywords: *Leadership, Principal, and Teacher's performance*

## 1. INTRODUCTION

Improving the quality of education on a micro basis is largely determined by the operationalization of management at the school level. Education is an important issue that must receive attention from all parties, bearing in mind the importance of education in improving the standard of living and intelligence of the nation's life, it is only appropriate for the government to direct special attention to the quality of education and the expansion of learning opportunities at a higher level for teachers.

Opportunities for further education for teachers aim to improve the quality of education which is faced with the challenge of being able to prepare quality human resources so that they are able to develop duties and responsibilities for the continuity of national development.

Principals are always faced with the challenge of making changes and developing education in a planned, directed and sustainable manner to improve the quality of graduation. The quality of school principals as managers is greatly influenced by managerial performance (capability) in an effort to empower teachers so that professional teachers are realized who always want to actualize in the form of improving the quality of education.

As stated by Usman (2019: 176) that: "the principal is also known as the principal, head teacher, teacher leader, and educational leader".

The principal must be able to manage his school so that it can develop from time to time.

The ability to lead by principal is the most important thing in an elementary school system. Murniati (2008: 133) says that: "leadership becomes strategic and crucial in terms of the duties and authority attached to the position of the school principal, the quality of schooling is greatly influenced by the quality of the school principal's leadership. Quality schools are the demands of stakeholders.

In educational leadership, leaders must believe that they can work and have the maximum ability and potential that can benefit the school. This will happen as long as the situation and opportunity to do creative work are guaranteed by the leader.

## 2. LITERATURE REVIEW

### 1. Basic Concepts of Leadership

A leader influences the attitude of the people he leads because humans subconsciously tend to imitate others who are considered better than themselves.

Leadership has characteristics that are interconnected so that it becomes a unit that is owned by a leader and those he leads. The application of leadership is largely determined by the work situation or the condition of the members/subordinates and organizational support resources.

Effective leaders must learn from past mistakes and try to improve in a wise way and provide opportunities for subordinates to provide criticism and suggestions for improvement.

Leadership has an important role to achieve the goals desired by the school. Schools will progress if they are led by school principals who have a vision, have management skills, and have personal integrity in carrying out quality improvements.

Principal leadership is a determining factor in the educational process.

The concept of principal leadership has evolved over time due to the advancement of the world of education. According to Purwanto (2009:24) there are several leadership concepts in terms of the history of their development, including:

1. A concept that assumes that leadership is an ability in the form of innate traits that exist in a leader.

2. The second concept is a bit more advanced. This concept views leadership as a function of the group.

3. The third concept is a more advanced concept. This concept is not only based on psychological and sociological views, but also on economics and politics.

A leader is someone who has certain skills that can influence his followers to cooperate towards achieving the goals that have been set. Thus, it is clear that leaders must have various advantages, and skills compared to other members. Thoha (Masaong, 2011: 162) explains: "Leadership style is a behavioral norm that is used by someone when that person tries to influence the behavior of other people who are seen. In this case the effort to align perceptions between people who will influence behavior with people whose behavior will be influenced becomes a very important position.

To achieve eligibility standards and good performance, the school needs to be headed by a Principal who qualified with extensive knowledge of the Leadership

## 2. Teacher Performance Concept

Teacher performance is a skill that will foster self-confidence to appear and be recognized by other parties. The abilities acquired in both the cognitive, affective, and psychomotor aspects must be utilized for the results in solving problems that occur in everyday life. The teacher's performance ability can be assessed from the way he thinks, acts, and understands a problem.

The teacher as one of the important components in an educational institution, is required to have the potential to be able to match his profession as a teacher, then he must also be able to properly convey all his potential in the form of education and learning, so that the results of both can be seen and felt by the participants. students with the notion of performance as work ability, application and work results above, then the personality abilities of a teacher.

The professional ability of the teacher and the ability of the teacher to interact with the community and the teacher's work environment, as well as the behavior patterns of the teacher in implementing his own potential, and the results achieved and shown by the teacher in the teaching and learning process are forms of teacher performance that must be improved and evaluated to what extent the achievement result.

Teacher performance indicators are the most important thing in evaluating the work of educators. According to Fattah, which was adapted by Usman (2007: 108), is: performance indicators are something that will be calculated and measured therefore performance indicators must be able to identify the form of measurement that will assess the results and outcomes of the activities carried out.

The implementation of teaching is a follow-up to the teacher's task in real terms playing the roles of his duties. What is to be communicated, taught or teaching materials that students must absorb and develop will be determined by how the teacher communicates it.

Evaluation is the final activity that must be owned by the teacher in seeing the success of teaching. That is, the evaluation results are

one indicator of the success of the teacher's task in the learning process.

The principal chooses roles and tasks that are bigger than other teachers in the school he leads. According to Karwati and Priansa (2013: 116), the professional duties of school principals are: "(1) educators; (2) managers; (3) administrators; (4) supervisors (supervisors); (5) Leaders (leaders); (6) Innovators; and (7) Motivators".

Teaching and learning activities are the core of the educational process and the teacher is the main implementer and developer of the curriculum in schools. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence possessed by their teachers, as well as always try to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently.

With the existence of supervision activities in schools, it can be seen the weaknesses and advantages of teachers in carrying out learning, and the level of mastery of the competence of the teacher concerned, then efforts are made for certain solutions, coaching and follow-up so that the teacher can correct existing deficiencies while maintaining excellence in carrying out learning.

In order to improve teacher competence, a school principal can apply both leadership styles appropriately and flexibly, according to existing conditions and needs. Nevertheless, it can be concluded that the teacher's work ethic is higher when led by a principal with a human-oriented leadership style. A person's leadership is closely related to the personality and personality of the principal as a leader will be reflected in the traits of being honest, confident, responsible, big-hearted, emotionally stable, and exemplary.

Motivation can affect a person's self-confidence, so that it makes that person have the enthusiasm and ability to maximize all the potential he has.

The role and function of the principal as a motivator is to provide motivation to all school members so that they can carry out their duties in school properly and correctly. In addition, the principal must be able to reward all school members who excel and provide punishment to school members who violate the rules that have been set together.

All leadership roles can be carried out properly if all programs can be implemented effectively, and vice versa if the leadership role cannot be carried out properly, then all programs will not be achieved as expected. The description above means that the role of the school principal is very important in determining the success or failure of the school in carrying out the principal's duties to educate students and develop all the potential that exists in the school.

In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria. The performance of a teacher will appear in the situations and conditions of daily work. Performance can be seen in aspects of activities in carrying out tasks and methods/quality in carrying out these activities/tasks.

Efforts to continuously improve the quality of learning need to be a professional attitude as educators, this means that efforts to develop innovative things must be a teacher's concern in efforts to improve the quality of education. Thus, creativity and innovative performance are very important, especially in the context of today's globalization which is full of competition in various fields of life, so innovative performance, including for teachers, needs to be continuously encouraged and developed, especially when considering the increasing demands for change. .

Motivation is very important in increasing effective performance. Job satisfaction allows someone to do any job with high motivation.

### 3. METHODS

In this study the approach taken is a qualitative approach. This means that the data collected is not in the form of numbers, but the data comes from interview scripts, field notes, personal documents, and other official documents. So that the aim of qualitative research is to describe the reality behind the phenomenon in depth, detail and thoroughly.

In accordance with the research focus on the leadership behavior of school principals in improving teacher performance, the subjects in this study were: (1) Principals of SD Negeri 2 Lamcot (2) Teachers of SD Negeri 2 Lamcot.

Data collection is a very important step in research, because the main goal of the research is to get data.

Furthermore, when viewed from the point of view of methods or techniques of data collection, data collection techniques can be carried out by observation, interviews, questionnaires, documentation and a combination of the four.

### 4. RESULTS & DISCUSSION

The priority of the principal of SD Negeri 2 Lamcot in Aceh Besar District towards the ability of teachers aims to improve the quality of education provided to students from year to year. To achieve this goal, the school principal implements policies that have been prepared and implemented periodically. This policy will trigger the enthusiasm of all teachers to do better every time to achieve common goals.

The principal is an educator whose function is to provide guidance to teachers as his subordinates, for his guidance the principal can measure teacher performance by looking at the increasing abilities of students such as improving grades and student behavior.

Such policies trigger teachers to do their best in teaching in the classroom and set a direct example. This means that the principal has full trust in all teachers for all of their commitments. In addition, the principal also communicates directly with students and sees first hand every method used by the teacher for each of their lessons and classes. In this way, by itself, all the things that the teacher does will be known to the principal, which he conveys in an official meeting with all teachers. This is what all teachers are triggered because students are forms of e directly and indirectly.

Factors influencing the principal's leadership in improving teacher performance

The factors that influenced the principal of SD Negeri 2 Lamcot, Aceh Besar District, provided a direct example through their actions on all matters related to improving teacher performance and others, namely increasing the degree of the school they lead. The achievement and good name of the school is a big goal to be achieved as the main factor that makes it have a strong commitment to increasing the resources of teachers there so that the resources of students also increase which results in its goals, achievements and the good name of the school SD Negeri 2 Lamcot Regency Aceh Besar.

With these various factors, overall the principal wishes that the students of the school he leads can take part in provincial and national level events and competitions like other outstanding elementary schools. This desire became his trigger so he repaired all the systems there. He realizes that the support of all teachers is an important asset for all of his policies, so he treats these teachers as colleagues, not as subordinates. If all the teachers have supported what he has programmed, then he will only monitor the process taking place without having to involve himself more. The awards he gave to all the teachers made them feel that the principal's goal was their own and if that goal was achieved, they would be proud. The teachers there realize that their job is not just teaching in class, but also being responsible for maintaining a good name and improving school performance.

### 5. CONCLUSION

1. The leadership of the school principal in improving the ability of teachers at SD Negeri 2 Lamcot Aceh Besar District has made written and verbal rules according to the school's vision and mission by involving teachers, school goals and the principal formulating activities to improve teacher abilities such as KKG
2. The factors that influence the leadership of school principals in improving teacher performance are their desire to improve school performance in order to have better performance at the Aceh and national levels Sub-section

### 6. SUGGESTION

1. Principal leadership that has proven successful should also be explained to teachers and all students so that they can apply it outside of school, both at home and in the community.
2. A good leadership system that has been successfully implemented by the principal of SD Negeri 2 Lamcot Aceh Besar District should be formulated in writing so that it can become a comparison for future replacement leaders.
3. The government should send a team to independently examine the leadership system of the school principals in Aceh so that the best schools can be awarded.

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