

Leadership Of The School Principle In Improving Teacher Performance in Elementary Schools

Rahmi Hayati

Universitas Almuslim
haytirahmi@yahoo.com

Marzuki

Universitas Almuslim
zmarzuki498@gmail.com

Anita Yus

Universitas Negeri Medan
anitayus.dikdas@gmail.com

Dian Armanto

Universitas Negeri Medan
dianarmanto@unimed.ac.id

Abstract: *The role of school leadership in improving teacher performance is an important thing to do to produce professional teachers. School principals must have the necessary skills to fulfill their roles effectively and efficiently, maximizing school resources. This study employs a purely quantitative methodology. The research subjects include the school principal and three teachers from SD Negeri 5 Juli. Regardless of the method, data collection is carried out through observation, conversation, and documentation. The information is then analyzed by means of data editing, data presentation, and the drawing of conclusions and verification. The purpose of this study is to provide a detailed description of the role of the school principal in boosting teacher performance. Research findings indicate that the role of the head can be improved through teacher competence enhancement (both formally and informally), extensive academic supervision, the development of a productive school culture, and the provision of rewards based on performance. In addition, it's crucial to have resources that aid instructors in their teaching.*

Keywords: *Leadership of the School Principal; Teacher Performance*

INTRODUCTION

Education is crucially important in human life, as is well known, and education cannot be separated from learning activities. Without education, humans cannot possibly accomplish anything; it is only through learning that they can cultivate the passion, interest, and personality traits that are in line with their abilities. In this context, education is inextricably linked to the process of teaching itself. Given the importance of education, this issue must be prioritized if Indonesia is to develop a highly skilled and productive workforce. This calls for competent and principled leadership. This view is shared by many (Hayati, 2019). Leaders have a pivotal role in their organizations. It is necessary for an

organization to have a leader who can harness the collective power of its members. A leader is someone who is accountable for the organization's members. They need to encourage and manage their members in order to achieve the organization's goals. Each leader has a unique style when carrying out their responsibilities as leader. According to the research of Putri et al. (2020), leadership is one of the processes that influences groups of people to work together to achieve their goals. The quality of leadership demonstrated by school heads is directly related to the quality of education provided by the institution in question. Key figures in school administration, principals play a crucial role in determining who is responsible for adapting to new circumstances and allocating resources accordingly. Leadership, and as a leader, it is expected that the Head of School can model new ways of thinking in the ongoing interactions within the school's environment, all in an effort to realize the institution's stated goals in a manner that is in step with the times.

Following what (Yunus et al., 2017) explains, school heads play a crucial role as primary school leaders, setting a good example for teachers and coordinating the rest of the school's components to meet every student's educational needs. The headmaster has the highest administrative position in the school and is a teacher who has been given additional responsibilities in order to lead the institution (Darmawati et al., 2022). A school's principal is a teacher who has the authority to coordinate the use of all available school resources to ensure that the institution as a whole achieves its stated goals. The school principal has a crucial role in everything that occurs on campus. To reach this goal, there must be cooperation and coordination between school administrators and teachers in order to build high-quality educational institutions. Professional school heads are those who can manage and expand the institution comprehensively, monitor its entirety, and contribute to its growth as a whole. Because of this, the role of the school's head is crucial and strategic in bringing the institution's vision, mission, and goals to life. Professional school leaders execute their responsibilities in full, creating tangible gains and results that can be relied upon. The degree of professionalism shown by the school's administration is one indicator of its effectiveness. Because of this, school leadership has become critically important to the academic process at schools.

School growth depends on competent educational administration at the operational level. The effectiveness of teachers and the leadership of school principals are indisputable facts (Fauzan et al., 2023) that cannot be ignored. The quality of those entrusted with administrative authority within an institution is crucial to its success or failure in the modern era of information. According to (Badu & Djafri, 2013), a school's success or failure in the modern information

age is largely determined by the quality of the leadership provided by those entrusted with administrative responsibilities inside the institution. Therefore, educational leadership needs to be strengthened so that it can carry out its duties, fulfill its responsibilities, and more effectively achieve its goals. According to (Darmawati et al., 2022), effective school leaders are those that foster a culture of cooperation inside their institution's educational infrastructure.

It is also hoped that school administrators would be able to inspire and motivate teachers in their work. Research (Viseu et al., 2016) supports the view that teacher motivation is crucial to any effective educational system. Teachers need to be motivated to do their best work by having positive psychological resources available to them. According to research (Novita et al., 2022), teacher professionalism is affected by a variety of factors, including teachers' motivation to teach and the level of education they have received. That work motivation plays a significant role in a teacher's efforts to improve his or her professional competence. Several factors influence one's professional abilities; one of these is inspiration. Research conducted by Andriani et al. (2018) further supports the idea that teacher professionalism is significantly influenced by teachers' intrinsic motivations for their work. Discipline is just as important as professionalism and motivation in shaping an individual's career trajectory. According to (Martini et al., 2022), self-discipline entails having a high moral compass, respecting authority, being able to follow rules (whether written or unwritten), and accepting consequences when one violates the responsibilities and authority bestowed upon them.

Research like this can help school leaders understand how to encourage teachers to continually improve their effectiveness in the classroom, which is crucial because elementary school is when students' formal education officially begins. There is a strong correlation between the teaching-learning process and the role of the teacher in educational activities, especially with regards to improving the quality of learning outcomes and the teaching-learning process itself (Hayati et al., 2022).

RESEARCH METHOD

This study uses a qualitative approach. The subjects in this study were the principal of SD Negeri 5 Juli, Bireuen Regency and three teachers. The data collection techniques are carried out by observation, interviews, and documentation. Data were analyzed by reduction, data display (presentation) and drawing conclusions and verification. Data reduction is the process of assembling research findings into coherent chunks that cover topics related to pedagogical innovation. Data is reduced by grouping similar discussions and

issues, making it easier for researchers to carry out analysis and reveal relevant important information. Data display or presentation (also known as data display) to help understand the information or data collected during work. Presentation of information can be in the form of text, graphics, images, or tables. This is done so that appropriate action can be taken, and so that further analysis can be carried out if deemed necessary to draw conclusions. Data display or presentation of this data is needed by researchers to provide convenience in understanding the data or information received during the research. This is done to see what happened and what can be done, so that an action can be taken and for further analysis if deemed necessary to make a conclusion. Drawing Conclusions and Verifying is the process of double-checking the information that has been collected and presented. This involves remembering the thoughts that arise during the research process and adapting to the changing nature of the data and the phenomena studied so that, ultimately, conclusions can be drawn from the information.

RESULT AND DISCUSSION

Results

In his position as the leader of the school implementing educational activities, the principal plays a very important role in carrying out and directing school activities. Teachers as educators have an influence on improving the quality of education based on expertise and quality of performance as educators. The results of the study found several factors related to the role of the principal in shaping teacher work based on the results of subject interviews at the July 5 public elementary school. Based on the results of the researcher's interview with the head of the principal's leadership in improving teacher performance, he said that:

1. The Role of the Principal in Improving the Performance of SD Negeri 5 July Teachers

The principal is the person at the forefront of leading the school who has duties and obligations that must be carried out in managing the school which has many roles in schools at the July 5 Public Elementary School. The principal is the key administrative figure responsible for coordinating the academic program. The principal is responsible for managing the teaching staff to ensure that their duties are carried out effectively and efficiently, leading to performance gains. The school principal must assume the responsibilities of a leader including as an educator, manager, administrator, supervisor, leader, innovator, and motivator for the success of educational institutions.

Based on the results of interviews with the principal, the description was obtained: as a leader, of course, I have the responsibility to carry out my role as an educator. I always provide education almost every day, namely by providing input to teachers, educational training for teachers, such as holding teacher lessons, training will be taught, such as making lesson plans, in accordance with the curriculum framework and creation of works, and following comparative studies. School leadership training that shows appreciation to teachers, not in material terms but emotional support and ongoing dedication to helping students reach their full potential. The principal as an educator fosters teachers directing and giving advice during meetings. The results of interviews with GR1 showed that the principal is responsible for providing guidance and inspiration to teachers, as well as coordinating the preparation of lesson plans before learning is carried out. If a teacher is having difficulties, the principal will summon him to the school administration office and ask about the problem. The results of interviews with GR2 obtained: The principal works well with the teacher during lessons, where the principal visits class to check and make sure the teacher is in class. Teachers who perform well will be given awards to increase their motivation to work. Furthermore, the results of interviews with GR3 showed that the role of the school principal was very good, teachers were taught how to use instructional media when teaching, the goal was of course to increase student achievement in learning. The use of learning media is very useful for teachers to motivate teachers during the teaching and learning process. With the media makes it easier for teachers to explain the material when teaching.

2. The form of facilities that can improve teacher performance at SD Negeri 5 Juli

Facilities are one of the important things in school development, especially teacher work. Therefore, school leaders are expected to have methods and strategies, especially those that can improve the ability of teachers to carry out their responsibilities. Because school principals play a very important role in ensuring that education runs well. Based on the results of interviews with school principals, the description is obtained: One of the most important parts in improving the education system is ensuring the availability of adequate facilities. According to the General Provisions of Permendiknas no. 24 of 2007, facilities are learning equipment that can be moved. Educational facilities include buildings, classrooms, tables, chairs and learning media tools. I, as the principal of the school, have entrusted to the teachers all those who need teaching and learning tools are welcome to use them and I continue to supervise during meetings by saying make learning varied. Interview results with GR1 The use of school facilities must be maximized based on the direction of the school

principal. Furthermore, GR2 expressed the opinion that if there were teachers who had not maximized the use of learning facilities, the principal would guide teachers who were not effective in using school facilities in the learning process, while the GR3 teacher argued that the principal supervised each class to monitor the readiness of the teacher in use of school facilities.

3. Obstacles Faced by Principal Leadership in Improving Teacher Performance at SD Negeri 5 July

Improving teacher performance does not always go well, of course there will be several obstacles that can affect the success of the educational process. This requires an initial understanding of the various components of education, such as obstacles to efforts by school leaders to boost teacher performance. Based on the results of interviews with the principal, the description was obtained: To improve and develop the quality of teacher performance. The principal leads as well as organizes and manages daily operations such as checking whether teachers use lesson plans in teaching, using various learning methods and checking the discipline of teachers so that performance continues to improve. Provide exemplary examples to teachers and motivate teachers to work sincerely because what they do will be accounted for in the hereafter.

There are always obstacles when trying to improve a teacher's performance, whether those obstacles originate with the teacher themselves or the resources meant to aid them. Results of interviews with GR1, GR2, and GR3 indicate that there are obstacles to raising student performance, such as inadequate use of school resources and insufficient information-processing skills on the part of teachers. Teachers lack self-control during lessons, and some have questionable dating habits. Excellent contributions to the school, with the principal reprimanding teachers who lack discipline and offering advice at dismissal time. It's safe to assume that each given instructor has access to a variety of resources designed to help them succeed in the classroom. This supporting factor could originate either within or externally. Example of a teacher who has good responsibility and can motivate students to learn throughout class. If the teacher is enthusiastic, the students will be, too. In contrast, extraneous factors often take the form of government regulations mandating that teachers use lesson plans in class so that students can be educated in line with the needs of the community and the ever-evolving field of education.

Discussion

According to the research conducted at SD Negeri 5 Juli, the school's principal has taken an active role in boosting teacher performance. School plays many roles, including those of teacher, director, administrator, supervisor,

leader, inventor, and motivator. These measures are tailored to an individual teacher's working conditions and circumstances. Given the importance of the principal's role in increasing productivity, it is imperative that teachers receive training tailored to their specific needs; only then will this training be effectively implemented in the classroom. This study's findings suggest that principals at SD Negeri 5 Juli are already playing their part in raising student achievement by acting as educators, managers, administrators, supervisors, leaders, innovators, and motivators. While things aren't running as smoothly as hoped and planned at the outset of the teacher work program, principals are still working hard to make improvements.

Every effort to improve a teacher's performance must account for the planning that goes into creating a strategy for doing so. 1) Educators who make an effort to raise faculty professionalism in the classroom can create a stable school climate by providing students with nourishment and inspiration. Managers, secondly, are in a position to help teachers improve their performance and become more involved in school activities. Managing the curriculum, students, staff, facilities, finances, and operations are all part of an administrator's remit. The role of the supervisor is carried out in accordance with the requirements of the educational staff. 5) Leader Function is activated to direct and monitor teacher performance enhancement. The role of the school principal as innovator includes setting a good example for all students and expanding the use of innovative teaching methods. Role of the Motivator in Providing Inspiration for Teachers to Fulfill Their Roles. Sejalan hasil penelitian (Qistiyah & Karwanto, 2020) Hasil studi literatur menunjukkan bahwa peran kepala sekolah sebagai educator, manager, administrator, supervisor, leader, innovator dan motivator dalam meningkatkan kinerja guru dapat dilakukan dengan cara peningkatan kompetensi guru melalui diklat dan non-diklat, pelaksanaan supervisi akademik secara berkelanjutan, penciptaan budaya sekolah yang kondusif, dan pemberian reward atas hasil kinerja guru. Research findings (Madu & Jailani, 2013) indicate a positive correlation between school leadership and teacher performance, with leadership accounting for as much as 64.7% of teacher effectiveness. This can serve as a reminder to school administrators to work toward creating a productive school environment that prioritizes teachers' health and happiness in order to boost their students' motivation to learn and their ability to communicate effectively with their instructors. All roles that can be played in increasing teachers' productivity have already been implemented by school administration, even if not entirely successfully. These roles take into account teachers' ages, abilities, and working conditions. Although the program hasn't gone as well as hoped and planned from the beginning, school officials are working hard to make improvements that will raise the quality of instruction.

Although not entirely successful, school administration has implemented all measures that can increase teacher productivity. The heads of schools should give teachers incentives to improve their performance. According to the research findings (Yuliandari & Kristiawan, 2016), teacher performance can be improved by providing incentives to teachers and implementing professional supervision, with evidence of this improvement visible in increased annual teacher performance evaluations.

School leaders are expected to draw on a wide range of skills and resources in their work. This is in line with research (Supovitz et al., 2010) that indicates school leadership's indirect influence on teaching methods through the formation of collaboration and communication among teachers is crucial to students' education. When school administrators and teachers work together efficiently, they are able to maximize output, which ultimately improves teacher performance and the school's mission as a whole. It has been shown that when school leadership is strong, teacher performance improves as well (Purwoko, 2018). There are bound to be roadblocks when trying to improve a teacher's effectiveness. Increases in teacher effectiveness can be attributed to both internal and external factors. Teachers' motivation and emotional state are examples of internal factors. Externeous factors include teacher scheduling conflicts, ineffective teaching materials, and insufficient resources for improving students' knowledge and abilities in the classroom. However, these obstacles can be overcome with careful planning, well-executed actions, and supportive infrastructure. Research findings (Ramadoni & Arifin, 2016) clarify that school principals play a pivotal role as the institution's first leader, setting a good example for teachers and rallying the entire school community to meet every educational need. Supporting struggling teachers by offering them encouragement and comfort during difficult times is another powerful incentive. Three mothers, friends, and coworkers to ensure that the teacher has an open forum in which to discuss any and all issues. Research findings (Musliadi et al., 2019) support the need for school principals to have a role in improving teachers' motivation and productivity, in ensuring that teachers follow the law and employ effective teaching methods to ensure that their students learn what they're supposed to. A good teacher does more than just deliver lectures; they also inspire their students. Research findings (Safitri & Hidayat, 2019) indicate that other responsibilities of school heads include monitoring, evaluating, and reporting on the institution's daily operations. The head of a school needs a wide range of managerial skills to effectively oversee the institution's facilities and staff and ensure that human resources are utilized to their full potential.

CONCLUSION

Improving teacher effectiveness is a top priority, thus it's important for school administration to play a role in that. The head of a school needs the right set of skills to do their job efficiently and effectively, making the most of the institution's resources so that it may reach its goals. For professional teaching to become a reality, school administrators must play a significant role in enhancing teachers' abilities. A school principal needs the appropriate skills to carry out his or her duties effectively and efficiently, making the most of the institution's available resources in order to achieve desirable goals. Educators, managers, administrators, monitors, leaders, innovators, and motivators all play crucial roles in boosting school performance through effective leadership. For professional teaching to become a reality, school administrators must play a significant role in enhancing teachers' abilities. A school principal needs the appropriate skills to carry out his or her duties effectively and efficiently, making the most of the institution's available resources in order to achieve desirable goals. An effective school head serves as a teacher, manager, administrator, watchdog, leader, innovator, and educator, all of which contribute to the institution's success.

ACKNOWLEDGMENT

On this occasion the author would like to thank the principals and teachers involved in this research activity for providing true information to the author.

REFERENCES

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, 7(7), 19–29.
- Badu, S. Q., & Djafri, N. (2013). *Kepemimpinan & Perilaku Organisasi*.
- Darmawati, D., Erfinawati, E., & Jalaluddin, J. (2022). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Man 5 Aceh Besar. *Jurnal Ilmiah Edunomika*, 6(2), 1–12. <https://doi.org/10.29040/jie.v6i2.4739>
- Fauzan, F., Fajriyah, F., Dannur, M., & Ridwan, W. (2023). Improving Teacher Performance in Schools Through Humanistic Leadership. *Jurnal Konseling Pendidikan Islam*, 4(1), 70–79. <https://doi.org/10.32806/jkpi.v4i1.232>

- Hayati, R. (2019). Pendekatan Pemecahan Masalah Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Trigonometri. *Al Khawarizmi: Jurnal Pendidikan Dan Pembelajaran Matematika*, 3(1), 44. <https://doi.org/10.22373/jppm.v3i1.5142>
- Hayati, R., Fachrurazi, F., Asrul, K., & Marzuki, M. (2022). Upaya Meningkatkan Kemampuan Pemecahan Masalah Siswa Melalui Model Problem Based Learning Berbantuan Multimedia Interaktif. *Journal of Elementary School*, 5(Oktober), 621–629. <https://doi.org/https://doi.org/10.30606/absis.v5i1.1558>
- Madu, A., & Jailani, J. (2013). 20) Hubungan Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Komunikasi Interpersonal dengan Kinerja Guru Matematika SMA The Relationship between the Principals' Leadership, Work Motivation, and Interpersonal Communication and the Performance of High Sch. *PYTHAGORAS: Jurnal Pendidikan Matematika*, 8(1), 12. <http://journal.uny.ac.id/index.php/pythagoras>
- Martini, M., Karyono Ibnu, A., & Metroyadi, M. (2022). The Correlation among Teacher Professionalism, Work Motivation and Work Discipline on Teacher Performance. *International Journal of Social Science and Human Research*, 05(06), 2230–2235. <https://doi.org/10.47191/ijsshr/v5-i6-30>
- Musliadi, M., Harun, C., & Yusrizal, Y. (2019). *Leadership Level and Motivation of School Headship to Treatment of Teacher's Performance at High School 2 Seunagan*. <https://doi.org/10.4108/eai.3-10-2018.2284269>
- Novita, W., Sulaiman, S., & Rizali, M. (2022). Work Motivation as an Intermediary Variable in the Relationship between Principal Transformational Leadership, School Climate, and Teacher Professionalism. *International Journal of Social Science and Human Research*, 05(06), 2285–2291. <https://doi.org/10.47191/ijsshr/v5-i6-51>
- Purwoko, S. (2018). Pengaruh kepemimpinan kepala sekolah, komitmen guru, disiplin kerja guru, dan budaya sekolah terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 150. <https://doi.org/10.21831/amp.v6i2.8467>
- Putri, S. A., Mirzania, A., & Hartanto, M.Pd, D. D. (2020). the Importance of a Transformational Leadership Model in Managing Organizational Culture. *Journal of Leadership in Organizations*, 2(1), 49–56. <https://doi.org/10.22146/jlo.49529>
- Qistiyah, E. M., & Karwanto. (2020). Dalam Meningkatkan Kinerja Guru. *Inspirasi Manajemen Pendidikan*, 08(03), 271–284.

- Ramadoni, W., & Arifin, I. (2016). *Kepemimpinan Kepala Sekolah Dalam Upaya Peningkatan Kinerja Guru (Studi Multi Kasus Di Paud Islam Sabilillah Dan Sdn Tanjungsari 1 Kabupaten Sidoarjo)*. 1500–1504.
- Safitri, T. N., & Hidayat, M. R. (2019). the Role of School Principals in Improving Teacher Performance in Muhammadiyah Karangturi Elementary School Yogyakarta. *Jurnal Tarbiyah*, 26(2), 221–236. <https://doi.org/10.30829/tar.v26i2.479>
- Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46(1), 31–56. <https://doi.org/10.1177/1094670509353043>
- Viseu, J., de Jesus, S. N., Rus, C., & Canavaro, J. M. (2016). Teacher motivation, work satisfaction, and positive psychological capital: A literature review. *Electronic Journal of Research in Educational Psychology*, 14(2)(39), 439–461. <https://doi.org/10.25115/EJREP.39.15102>
- Yuliandari, J., & Kristiawan, M. (2016). Peran Kepemimpinan Kepala Sekolah Terhadap Peningkatan Kinerja Guru Jimmi. *Prosiding Seminar Nasional Pendidikan*, 570–577.
- Yunus, M., Dewi, K., Andari, W., Islam, M. A., Pendidikan Guru, J., & Dasar, S. (2017). The Principal's Competences in Implementing Cultural and Environmental Management Of The School In SDN 033 Tarakan. *Jurnal Pendidikan Indonesia*, 6(2), 263–273. <https://doi.org/10.23887/jpi-undiksha.v6i2.11982>

This page belongs to the Tadbir : Jurnal Studi Manajemen Pendidikan
Tadbir : Jurnal Studi Manajemen Pendidikan Vol. 7, No.2, November 2023
IAIN Curup – Bengkulu | p-ISSN 2580-3581; e-ISSN 2580-5037