



JURNAL BASICEDU

Volume 7 Nomor 2 Tahun 2023 Halaman 1249 - 1256

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



Principal's Efforts in Improving Teachers' Performance at the Elementary Education Level

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Abstrak

Kepemimpinan kepala sekolah memiliki peran krusial dan vital dalam menciptakan iklim belajar kondusif di sekolah, termasuk meningkatkan kinerja guru. Penelitian ini bertujuan untuk menganalisa upaya kepala sekolah dalam meningkatkan kinerja guru pada jenjang pendidikan dasar. Metode penelitian ini termasuk jenis kualitatif, dengan metode studi deskriptif analitis. Pengumpulan data penelitian menggunakan metode wawancara, observasi dan studi dokumentasi. Selanjutnya, data dianalisis menggunakan teknik reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menemukan; (1) kemampuan *leadership* kepala sekolah dalam mengelola informasi dan menyelesaikan konflik antar pendidik; (2) pemberian sugesti dari kepala sekolah terhadap guru akan pentingnya mendidik dan meningkatkan kompetensi pendidik; (3) upaya kepala sekolah dalam memenuhi kebutuhan mengajar guru, kesejahteraan ekonomi dan kesejahteraan sosial (karir) guru; dan (4) pemberian kesempatan bagi guru untuk mengikuti pelatihan dan lanjut studi (pendidikan). Dengan demikian, disimpulkan bahwa upaya kepala sekolah dalam meningkatkan kinerja guru terlaksana dengan baik di sekolah.

Kata Kunci: Kepemimpinan Kepala Sekolah, Kinerja Guru, Pendidikan Dasar.

Abstract

Principal leadership has a crucial and vital role in creating a conducive learning climate in schools, including improving teacher performance. This study aims to analyze the efforts of school principals in improving teacher performance at the basic education level. This research method is a qualitative type, with an analytical descriptive study method. Collecting research data using interviews, observation and documentation studies. Furthermore, the data were analyzed using data reduction techniques, data presentation and drawing conclusions. The results of this study found; (1) the principal's leadership skills in managing information and resolving conflicts between educators; (2) giving suggestions from school principals to teachers about the importance of educating and improving the competence of educators; (3) the efforts of the principal in meeting the needs of teachers to teach, the economic welfare and social welfare (career) of teachers; and (4) providing opportunities for teachers to attend training and continue their studies (education). Thus, it was concluded that the principal's efforts to improve teacher performance were carried out well in schools.

Keywords: *Principal Leadership, Teacher Performance, Basic Education.*

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DOI : <https://doi.org/10.31004/basicedu.v7i2.4877>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 7 No 2 Tahun 2023
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

A country with a wealth of human resources will advance depending on the quality of its education system. Superior human resource development strives to drive and guide Indonesia toward advancing glorious and honorable human civilisation. In fact, the prerequisites for a developed, modern, and successful society. This demonstrates how important high-quality education is to a country's existence and well-being (Romadhon & Zulela, 2021).

The potential of a nation's natural resources is frequently limited, but by leveraging its superior people resources, a nation can thrive. This capacity for advancement is brought about by the use of high-quality education, which serves as the foundation for the opening of horizons for thinking and collaborative spaces for the advancement of the nation. Aspects of the competence of teachers, school principals, and professional education personnel are crucial considerations for establishing excellent education in the setting of Indonesian educational institutions (Nasution & Ichsan, 2020).

In order for schools to function as educational institutions, there must be cooperation and synergy among the human resources that work together to accomplish organizational goals. In this situation, it's important to view different programs equally in order to realize the school's vision, mission, and objectives. If the principal can translate the program into planning, implementing, and routinely reviewing the curriculum, the implementation of the program in question can be done successfully and efficiently. This is due to the fact that school human resources, including demotivating behavior, poor performance, and an unfavorable learning environment, can also hinder the implementation of any programs (Yunus, *et.al.*, 2021).

One of the decisive variables for the accomplishment of programs in schools is the school principal and his internal policies. Because of this, it is anticipated that the principal's leadership will be able to aid in and assist the improvement of teachers' performance. This is so that students can continue to be led in the learning process in the classroom by the teacher. The instructor serves as an example of a person who students should aspire to be like. The principal's leadership style has an impact on instructors' calling to educate with passion for pupils in the form of great performance (Elly & Soraya, 2020).

Increasing teacher professionalism is a key component of the principal's duty in creating policies and a positive learning environment. Of course, raising teacher professionalism aims to enhance both the welfare of teachers and their output and performance. This is so that qualified teachers can attempt to learn like humans do and keep coming up with new ways to satisfy kids' developmental needs. While trying to raise teacher performance in schools, the principal can be quite helpful (Iskandar, 2013; Hardiyati, *et.al.*, 2022).

These credentials, which attest to their experience, talents, or abilities as professional educators, are required of teachers who work in educational institutions. Teachers are expected to adhere to these standards of excellence. Professional instructors who adhere to these standards assist the development of excellent teachers in their daily work. The effectiveness of teachers in the classroom can be determined (Azis & Suwatno, 2019).

Based on observations and preliminary studies at the Darul Azhar Aceh Tenggara Private Madrasa, that the researchers found teachers as educators lacking discipline in carrying out the learning process in class, this can be seen from the teachers in teaching who were late for coming to madrasas and also many who were not present at madrasas. This is what researchers get from observations that researchers see in the field and found teacher absences by reason of illness, family events, parties, meetings outside and other activities. Educators are also unable to create a comfortable and interesting learning atmosphere, this can be seen from the condition of the class room which is noisy when the teacher carries out teaching and learning activities in the classroom, there are still classrooms where students are not in class during teaching and learning activities. and went to have snacks in the canteen and play football outside the classroom, most of the teachers did not make their own lesson plans, the lesson plans were photocopied by fellow teachers, therefore there are still many teachers who have low competence.

The ability to lead, plan, and have a thorough understanding of madrasahs and education are essential skills for madrasah heads if they are to carry out madrasah-based administration effectively and efficiently. The Marwah of the Madrasah head must be carried out through fostering a hospitable work environment by fostering a caring attitude, excitement for learning, work discipline, and human interactions. The effectiveness of the organization's leadership in attaining its goals will be crucial (Sulistiya, 2013).

In reality, pertinent research on teacher effectiveness and school principal leadership has been explored from a variety of angles. Among these is a discussion of how the school principal's leadership affects factors like teacher commitment and school culture (Purwoko, 2018), giving motivation from the madrasa head to teachers (Sya'roni, *et.al.*, 2018), the leadership style of the principal and teacher performance (Gusman, 2018), the urgency of school culture on improving teacher performance (Setiyati, 2014), school quality based on the influence of school principal leadership (Timor, *et.al.*, 2018), teacher perceptions, job satisfaction and improving school quality (Pratiwi, 2013), leadership management of school principals (Jaliah, *et.al.*, 2020), the role of supervisors on school quality (Kaiman, *et.al.*, 2020), the quality of learning in schools (Kosim, 2017), student achievement as a reflection of the principal's leadership and a conducive environmental culture (Lestari, 2016), and school committee participation on teacher performance (Imansyah, *et.al.*, 2020).

Similar to this, leadership is crucial to organizational dynamics. The madrasa head can influence the madrasa to fulfill its vision, mission, goals, and objectives by implementing various strategies that are carried out in a planned manner. Hence, in addition to having a high initiative attitude in enhancing the quality of education, madrasa heads must be able to manage strong leadership in order to be expected to be able to make the proper policies. Also, it was investigated under the heading "Efforts of Principals in Enhancing Teacher Performance at the Primary Education Level".

METHOD

Because it seeks to describe teacher certification at Darul Azhar Aceh Tenggara Private Madrasah, this study adopts a qualitative approach with a descriptive study research methodology. Finding adequate and sufficient descriptions of all actions, things, processes, and people is the goal of descriptive research. Descriptive study tries to precisely define certain traits of a person, disease, symptom, or particular group, or to ascertain how frequently one symptom occurs in relation to other symptoms in society (Purwandari, 2007).

The director of the private madrasah Darul Azhar Aceh Tenggara serves as the primary subject or informant for this study. The Darul Azhar Aceh Tenggara Private Madrasah's use of the systems approach in education is another study's focus. At the Darul Azhar Aceh Tenggara Private Madrasah in Lembah Haji Village, Babel District, Southeast Aceh District, this study was carried out. Between November 28, 2022, and January 1, 2023, fieldwork was done. Interviews, observation, and a review of the research's documentation served as the method for gathering data in this study (Gulo, 2002).

Direct interviews with the head of the Darul Azhar Aceh Tenggara Private Madrasah were undertaken for this study. In order to have a clear picture of what went on at Darul Azhar Aceh Tenggara Private Madrasah Aliyah, observations were made for this study. The process of analyzing data in qualitative research involves interpreting the findings from the field. Data transcription, data reduction, triangulation, data presentation, and a final conclusion are the processes that were taken (Assingily, 2021).

RESULTS AND DISCUSSION

Teacher Performance at Elementary Education Level: Teacher Productivity Behavior

All processes that have been carried out by people or groups are accumulated into performance. A low or high degree of productivity is a reflection of one's performance because performance is synonymous with outcomes or output. In actuality, high or low levels of productivity will be used to evaluate and measure the

quality of human resources. This is the official position that the person has as a member of the group (Ulum, *et.al.*, 2020).

Connected to performance can be interpreted in a number of ways, including job outcomes, commitment fulfillment, task or work program completion, and attitude toward addressing workplace demands. According to Syafaruddin & Anzizhan (2010) performance is a work effort that must be achieved by a person or a group of people in an organizational container, according to their respective authorities and responsibilities, in order to achieve the goals of educational institutions legally or not violating the law and in accordance with morals or ethics.

The effectiveness of teachers as educators and the key turning points in the implementation of education are evaluated in relation to the academic and administrative components. The learning process, partner services for addressing student learning (development) needs, as well as the caliber of graduates generated, provide a clear illustration of the teacher's contribution to educational institutions. Student learning outcomes (cognitive, emotional, and psychomotor), final exams, and student work all gradually reveal a student's quality. As a result, it will be simple to evaluate the success of every teacher's performance based on the caliber of the students (Elazhari, *et.al.*, 2021).

In the interview process that was conducted, some information was obtained from the head of the madrasah:

“...In my opinion sir, leadership is a process of moving, influencing, guiding in order to achieve organizational goals in this research focusing on educational institutions. In the Madrasah organization a leader is a very important factor, because it can provide direction for teachers in carrying out their daily duties”.

In connection with the results of the interview above, Sauri, *et.al.* (2018) explained that good leadership will bring a positive attitude to the teacher's personal to carry out their duties, because they feel comfortable and there is no element of compulsion in carrying out their duties. Vice versa, the leadership of the Madrasah head who is not good will foster a teacher's anti-certain attitude towards his leader. This can result in a decrease in teacher enthusiasm, which will ultimately affect the teacher's performance in carrying out their duties.

Furthermore, the foundation said that:

“Following developments in the world of education, Darul Azhar's modern Islamic boarding school provides two formal schools, namely an integrated Islamic private junior high school (IT SMP) and Darul Azhar private madrasah. The educational method applied at the Modern Darul Azhar Islamic Boarding School refers to the modern Islamic boarding school education system. Therefore, the Darul Azhar Islamic Boarding School curriculum will try to formulate an independent curriculum in accordance with the development of existing situations and conditions”.

Consequently, it can be said categorically that teacher performance is influenced by requirements for planning, by controlling learning, and by evaluating student learning outcomes. So, the teacher must be able to characterize learning in terms of the subject matter being taught while planning. To ensure that students can effectively follow the learning process, the teacher must be able to improve the learning environment. This presentation makes it quite evident that the madrasa head has a significant impact on teachers' effectiveness. The availability and achievement of subordinates in adhering to all the regulations set by the leader in a madrasah indicates the amount of success.

Management and Efforts of Principals in Improving Teacher Performance at Elementary Education Level

The effectiveness of teachers in madrasahs must go through a system of approaches as a process of implementing education, both from an administrative and academic side. When carrying out its duties, which include regulating teacher performance, the madrasah organizational strategy can be seen as a cohesive system

that is interrelated between input, output, impact, and environmental process elements. So, it may be said that efforts undertaken by organizational leaders to plan, organize, and control employee performance are related to performance management. Madrasas must therefore use a systems approach to plan, direct, and oversee how they work as an educational institution (Astuti & Dacholfany, 2016).

According to Rifai (2019), in improving teacher performance, motivation is also needed that encourages an individual to make something he wants. Something that is hoped for may be for the good of the individual or for the person giving the encouragement. Therefore teacher performance management in Madrasah organizations is a systematic effort to manage the performance of teachers with the aim of improving their performance both individually and in groups and improving the performance of the Madrasah organization as a whole as a unified system. In addition, teacher performance management in Madrasas is also a process that promotes open communication and in partnership relations between the head of the Madrasa as a leader and teachers as professional teaching staff. This communication is carried out through leadership in setting the direction and goals of education, work plans, providing feedback, evaluating performance and developing madrasahs.

Originally, a teacher's performance was anything he or she did to carry out his or her duties as an educator. Since teachers have the most direct interaction with students during the teaching or learning process at educational institutions, the effectiveness of their performance will have a significant impact on the quality of educational outcomes. How to lead a leadership carried out by a leader fairly has a tight relationship to teachers' realization of performance satisfaction (Darmawan, 2019).

Furthermore, Ginting (2011) argues that teacher performance is influenced by many factors, including (1) effectiveness and efficiency, (2) authority and responsibility, (3) work discipline, and (4) initiative and creative power. Organizational success can be seen from the leader's ability to influence subordinates to improve performance by seeking the disciplinary values applied in these educational institutions. Supporting these factors, Dekawati (2011) adds factors that affect teacher performance including (1) teacher education level, (2) teaching supervision, (3) upgrading programs, (4) conducive climate, (5) facilities and infrastructure, (6) the physical and mental condition of the teacher, (7) the leadership style of the madrasa head, (8) guarantee of welfare, and (9) the managerial ability of the madrasa head.

Education managers, especially madrasah heads, are expected to make efforts to learn about the various leadership styles and types in order to be able to apply leadership behavior that is deemed appropriate based on the actions of organizational members and the circumstances of the chosen educational institution (Zuldesiah, *et.al.*, 2021). The principal's efforts to improve teacher performance have been carried out well. This can be seen from (1) the principal's leadership ability in managing information and resolving conflicts between educators; (2) giving suggestions from school principals to teachers about the importance of educating and improving the competence of educators; (3) the efforts of the principal in meeting the needs of teachers to teach, the economic welfare and social welfare (career) of teachers; and (4) providing opportunities for teachers to attend training and continue their studies (education).

In essence, the findings above are in line with prior research with the direction of developing the principal's efforts as a kind of distinction or innovation research findings, namely the study of the meaning of leadership as a process of influencing others to achieve goals in a circumstance. Leadership may be done anywhere. On the other side, highlighting the importance of leadership and one's capacity to influence others (Rifai, 2013). This shows that leadership is a process of influencing the activities of a person or group to achieve goals in certain situations (Syafaruddin, 2017). As a result, the meaning of the principle as a leader can be seen in their capacity to persuade others or themselves, their ability to influence others' conduct for the better, and their vision for accomplishing school objectives.

CONCLUSION

It is clear from the preceding summary of the results and conversation that the principal is doing a good job of carrying out his or her efforts to enhance teacher performance. This can be seen from the following factors: (1) the principal's leadership skills in handling information and resolving disputes between educators; (2) school principals' advice to teachers about the value of education and enhancing their competence; (3) the principal's efforts to meet the needs of teachers to meet the economic and social welfare (career) of teachers; and (4) the provision of opportunities for teachers to attend training and further their education (education).

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