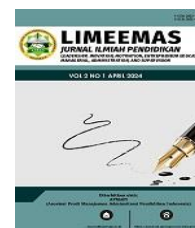


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Principal's Leadership in Improving Teacher and Staff Performance

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Abstrak: Penelitian ini membahas bagaimana peranan kepemimpinan kepala sekolah dalam meningkatkan kinerja guru. Peran Kepala Sekolah Sebagai Pemimpin Pembelajaran. Kepemimpinan pembelajaran merupakan tindakan yang mengarah pada terciptanya iklim sekolah yang mampu mendorong terjadinya proses pembelajaran yang optimal. Tindakan yang dilakukan (Kepala sekolah) untuk mengembangkan lingkungan kerja yang produktif dan memuaskan bagi guru pada akhirnya mampu menciptakan kondisi belajar siswa semakin meningkat. Penelitian yang digunakan berupa pendekatan kualitatif dengan metode wawancara dan observasi sebagai cara untuk mengumpulkan data. Kepemimpinan pembelajaran merupakan tindakan kepala sekolah/madrasah dalam; mempengaruhi, menggerakkan, mengarahkan, mengembangkan, memberdayakan guru. Sehingga tercipta kondisi sekolah yang kondusif sebagai tempat pembelajaran berproses secara optimal.

Kata kunci: *Kepemimpinan, Kepala Sekolah, Kinerja Guru*

Abstract: This study discusses how the leadership role of school principals in improving teacher performance. The Principal's Role as a Learning Leader. Learning leadership is an action that leads to the creation of a school climate that is able to encourage optimal learning processes. The actions taken by (the principal) to develop a productive and satisfying work environment for teachers are ultimately able to create improved student learning conditions. The research used is a qualitative approach with interview and observation methods as a way to collect data. Learning leadership is the action of the principal / madrasah in; influencing, moving, directing, developing, empowering teachers. So as to create conducive school conditions as a place for optimal learning process.

Keywords: *Leadership, Principal, Teacher Performance*

INTRODUCTION

Education has a crucial role in building a country, because it is considered a driver of the country's growth. In 2001, UNESCO declared education as a means and indicator of development. Education has a variety of interrelated and mutually supportive dimensions, involving the teaching and learning process to improve the quality and develop the potential of students. Kristiawan (2017) Suggesting that quality schools do not arise spontaneously or because of the completeness of facilities alone. Good quality schools must be built and carefully planned and implemented effectively. Its implementation also requires collaboration between dimensions, stakeholders, and commitment from school members. The principal is considered as a functional teacher assigned to lead an institution or school where the learning process takes place or a place of interaction between teachers as teachers and students as recipients of lessons (Musbahaeri, 2019; Walean et al., 2023).

Leadership is a person's ability to move, motivate, direct, advise, guide, and manage others, with the aim that they will work to achieve the desired target. The principal, as someone who has the task of leading a school with a learning process in it, is responsible with a heavy but noble burden. The principal must abide by the rules, understand management, and be able to plan, organize, lead, control, and evaluate school members in order to achieve the goals that have been set (M. B. Purwanto, 2023). Although often interpreted as the power to lead subordinates based on formal decisions or appointments, the principal's leadership can vary in the process of influencing, resulting in levels in leadership. Purwanto (2021) Explaining that effective school leaders should encourage the improvement of teacher performance, because the quality of education is very dependent on their performance.

In its implementation, the principal has a central role, namely: 1) As a resource provider, demonstrating the ability and effective management of time and resources, demonstrating classroom conditions as a master modifier, and being able to recognize and motivate school staff members (M. B. Purwanto, 2024), 2) As an instructional resource' looks at and promotes effective classroom conditions to support learning outcomes, encourage teaching staff to use a wide variety of teaching materials and teaching and learning strategies, pay attention and be able to develop innovative ideas (M. B. Purwanto et al., 2020). 3) As a communicator, convey the school's vision clearly, understand the purpose of the school and be able to translate, foster effective relationships with stakeholders, clearly convey something both oral and written. Fourth, its presence is meaningful; able to interact and influence the entire school environment (teachers, staff, students and other officers. The more empowered the role of the principal in directing, motivating, and influencing teachers in the teaching and learning process, it can increase the effectiveness of student

learning (M. B. Purwanto et al., 2023).

The results of the implementation of obligations and responsibilities are reflected in the work performance of a teacher. The perspective of students shifts from ignorance to knowledge, from dependence to independence, and from unskilled to skilled and this shift is due to teacher performance and competence. Teachers are considered a major factor in achieving educational goals that represent the quality of education and play an important role in its success. A & Haryanto (2004) Explaining teacher performance can be influenced by sharing various elements, including: work motivation, expertise, insight, colleagues and from superiors. The headmaster is responsible for organizing and motivating the guru, his function as the highest leader in the school has a significant impact on teacher performance.

Therefore, it is impossible to separate the encouragement and support that teachers receive from the principal, who must also get to know the instructors better and build a friendly workplace to meet the goals and mission of the institution. Aziizah et al. (2018) Efforts to improve the quality of teacher performance require the development of the role of the head of the madrasah as an educational leader. Today, improving teacher performance is an urgent imperative. The low performance of teachers reflects the lack of agility of school leaders in carrying out their role as educational leaders, which impacts not only teachers but also students. As a result, students' potential cannot be fully acquired and developed (Choi & Jacobs, 2011; Clarke & Hollingsworth, 2002). Dewi et al. (2019) investigate how the management of Miftahul Ulum Samrinda Vocational School (SMK) principals can improve teacher performance.

This study seeks to learn about sharing, including: 1. Leadership of the principal in the school 2. Principal's initiatives to inspire instructors and advance education 3. Principal's initiative to create a welcoming workplace 4. The extent of the principal's efforts to enforce rules for instructors and students. The research findings show strong enthusiasm from principals for every aspect of the job, from assignment and planning to execution and supervision. In addition, he seeks to foster a positive work environment between subordinates and superiors. The task of the principal as a leader in education can be seen from regular observation of the teacher's work, both spontaneously and planned. In addition, it assigns tasks based on the area of competence of each teacher

METHODOLOGY

This research focuses on the principal's leadership role in improving teacher performance. The research method applied is a qualitative approach. This approach refers to the research procedure according to the definition (Moleong, 2016). Where the data generated is descriptive and

consists of written or spoken words derived from information obtained directly from the people involved and the observed behavior (Creswell, 2009). The research location that the researcher made as the object of research was in Madrasah Aliyah 2 Palembang. Therefore, on this occasion, researchers try to get data as comprehensive as possible and with greater depth. A qualitative approach was chosen to achieve this, as this research method was designed to describe or describe in general terms the principal's leadership in improving teacher performance. This study used interviews and observation as data collection techniques. The purpose of the observation is to find out more about the principal's leadership in improving teacher performance, with an emphasis on ways of implementing this leadership. The purpose of this systematic and transparent interview process is to assess the principal's leadership in improving teacher performance in Madrasah Aliyah 2 Palembang City..

RESULT AND DISCUSSION

Result

The results of the research obtained are: (1) Efforts made by the principal to improve teacher performance in MA Negeri 2 Palembang City, namely by often holding briefings or guidance, especially during meetings / meetings, disciplining waktu to all school residents, evaluating teacher abilities, giving awards and trying to always motivate teachers, managing the placement of educators and education staff in this school in accordance with the diplomas they have, And the development of educators in schools is to provide opportunities for teachers to solve learning and non-learning problems professionally through controlled action research until finally teacher performance increases, besides that both educators and education staff are included in training to improve performance. (2) Factors supporting the leadership effectiveness of the principal of MA Negeri 2 Palembang City include the needs of teachers who have been fulfilled and in accordance with their respective competencies and adequate infrastructure facilities (3) inhibiting factors in improving teacher performance in MA Negeri 2 Palembang City are natural conditions, the distance between the teacher's home and the school, curriculum policies that are often revised and student handbooks that always arrive late. (4) The principal's leadership in improving teacher performance in MA Negeri 2 Palembang City has been effective. This can be seen in terms of increasing professional competence, increasing pedagogic competence and social competence as well as teacher personality competence which is separated from the level of teacher discipline in devoting time to carrying out their special duties in the learning process.

Teachers are expected to show students how to gain knowledge (cognitive), attitudes and values (affective) and skills (psychomotor) (Bonar Siagian & M Bambang Purwanto, 2023). In

other words, the main task and role of educators lies in the learning aspect. Learning is a tool to achieve educational goals. Therefore, briefly it can be said that, the quality of education is greatly influenced by the quality of its educators. The higher the educational background of a teacher, it is expected that the higher the level of professionalism, because a lot of knowledge will be obtained by a person through the level of education, the higher the level of education taken, the more knowledge will be obtained, from the various kinds of knowledge obtained, it is expected that a teacher can improve competence in order to reach a professional teacher level.

The Principal in delegating his authority for the placement of teachers in MA Negeri 2 Palembang City in accordance with his expertise, or educational background, this is done to improve teacher professionalism. Dacholfany et al. (2024) argues that "Educational background and teaching experience are two aspects that influence the professionalism of a teacher in the field of education and teaching." The opinion is also expressed by Agustin & Purwanto (2023), "The more often a person experiences something, the more his knowledge and ability of these things increases, and he will master more, so that from the experience he gains one can try to get good results.

Discussion

Improving teacher performance can be done by the principal by improving teacher competence. Teacher competence is the ability or ability that must be possessed by teachers to carry out various tasks they carry. Permendiknas Republik Indonesia Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies, stated that every teacher must have four main competencies, namely pedagogic, personality, social, and professional. If teacher competence is getting better, of course teacher performance will also be better. Thus, based on the role of the principal, there are six efforts that can be made by the principal so that teacher performance improvement can be made. First, school principals must have a high commitment to school improvement, focus on curriculum development, facilitate and support teachers in their competency development (Melati, 2013; Musbahaeri, 2019). Efforts that can be made by the head to improve teacher performance are to direct teachers to participate in education and training activities to improve their competence, for example, attending seminars or workshops. Sarimaya (2008) stated that to improve teacher competence, training tailored to the competence of each teacher is needed. Further, Syafaruddin (2008) suggested that improving teacher performance can be carried out by the principal by involving teachers in the activities of Subject Teacher Deliberation (MGMP), Guidance Teacher Deliberation (MGP), and Teacher Working Group (KKG). Second, the role that can be done by school principals in efforts to improve teacher

performance is to allocate a budget for improving teacher competence (Haslina et al., 2020; Istiari & Sukanti, 2012).

The principal must be able to prepare a budget that is in accordance with the needs of the school including the needs in teacher professional development. With the optimization of funds for teacher competency development, the education and training process as well as activities related to teacher professional development can run smoothly. Efforts that can be made by school principals to strengthen funding in improving teacher performance are by applying for financial assistance to the government and private parties. Third, the principal can provide advice and guidance to teachers on their performance in learning (Agustin et al., 2023; Aziizah et al., 2018). That is, when teachers face various obstacles in learning, the principal must provide assistance so that teachers can solve the learning problems faced. Assistance to teachers that can be done by the principal, for example, providing clinical supervision or further training to teachers.

Fourth, school principals must create a conducive school organizational culture so that the performance of teachers and education personnel is not disrupted. The principal must also be able to create an organizational culture in the school as conducive as possible so that student achievement and teacher performance can increase (Janiah et al., 2021). Harapan (2019) Conclude that organizational culture is the rules of the game or reference (values, norms, philosophies and beliefs) of a particular organization or community that is understood by all members of the organization which is manifested in an internally integrated mindset and behavior and external adaptation in an effort to achieve the goals of the organization. Further, Habegger (2007) states that the performance of human resources is largely determined by the internal and external environmental conditions of the organization, including organizational culture. With the feeling of comfort experienced by teachers, it will be able to increase their motivation, commitment and loyalty in doing the tasks carried out (Setiyati, 2014; Siregar, 2018).

Thus, the principal has a vital role and must be able to create an organizational culture and a conducive work climate in the school. Fifth, principals can create renewal, comparative advantage, and take advantage of various opportunities so that the learning process can take place well. Sixth, giving awards for achievements obtained by teachers must be a culture in schools. This means that the headmaster must pay serious attention to the achievements that have been fought for by the teacher. The six roles of school principals described earlier are solutions for improving teacher performance in schools. Although this is not so easy to do, the principal can work with education stakeholders to realize the school's goals.

CONCLUSION

The principal's leadership plays a key role in improving teacher performance in the school environment. By applying a transformational leadership approach, principals can motivate and guide teachers to achieve higher standards of performance. The study found that coaching discipline, motivation, and rewards to teachers are effective measures in improving their performance. However, there are still several inhibiting factors such as the level of teacher awareness that is lacking, differences in background, teacher characteristics, heavy tasks, and lack of adequate infrastructure. Therefore, principals need to have specific strategies to overcome these barriers and ensure improved teacher performance in the future. Thus, improving the leadership quality of school principals can be the main strategy in improving the quality of education at the school level.

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