

Principal's Strategy in Improving Teacher Performance

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Abstrak: Salah satu faktor yang mempengaruhi kinerja guru adalah kepala sekolah sebagai seorang pimpinan sekolah. Penelitian ini memiliki tujuan untuk menganalisis strategi Kepala Sekolah dalam meningkatkan kinerja. Agar kinerja guru meningkat, maka diadakan penelitian tentang strategi kepala sekolah dalam meningkatkan kinerja guru di SMP Negeri 11 Sijunjung. Metodologi yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan jenis studi kepustakaan (*literature study*). Kepala sekolah dan guru-guru di SMP Negeri 11 Sijunjung menjadi sampel dalam penelitian ini. Instrumen penelitian yaitu wawancara, observasi dan dokumentasi. Dengan adanya penelitian dapat disampaikan bahwa strategi kepala sekolah dalam meningkatkan kinerja guru di SMP Negeri 11 dapat ditempuh dengan memaksimalkan komunikasi antar pribadi, rekrutmen guru yang ketat, penempatan guru dengan posisi yang sesuai dengan kompetensi baik sebagai guru pembimbing maupun pembina, memberikan motivasi kepada guru, mengadakan pelatihan terhadap guru, melakukan pengawasan dan supervisi, pembinaan kinerja guru, menjalin hubungan kerja sama dengan guru dan melakukan pengawasan kedisiplinan.

Kata Kunci: Kepala Sekolah, Strategi Kepala Sekolah, Kinerja Guru

Abstract: *One of the factors that influence teacher performance is the principal as a school leader. This study aims to analyze the principal's strategy in improving performance. In order to increase teacher performance, a research was conducted on the principal's strategy in improving teacher performance at SMP Negeri 11 Sijunjung. The methodology used in this research is descriptive qualitative with the type of literature study. Principals and teachers at SMP Negeri 11 Sijunjung were the samples in this study. The research instruments are interviews, observation and documentation. With the research, it can be conveyed that the principal's strategy in improving teacher performance at SMP Negeri 11 can be pursued by maximizing interpersonal communication, strict teacher recruitment, placing teachers in positions that are in accordance with competence both as supervisors and coaches, providing motivation to teachers, conducting training for teachers, conducting supervision and supervision, fostering teacher performance, establishing cooperative relationships with teachers and carrying out disciplinary supervision*

INTRODUCTION

Education is an effort to carry out learning so that students achieve cognitive, affective and psychomotor development. Physical development, mental power (reason, taste and will), social and human morality and are the most important tools to protect oneself and maintain positive values are influenced by education, explained Basri (2018). With education, it has a positive influence on the individual. Education will affect the culture of society from less good to better.

Teachers as the main actors of education, namely teachers and educators for students in schools. In 2016, Erwin explained that giving education means doing positive things and setting an example so that children have noble character. Educators are truly nurtured and imitated in all aspects. Husnaini in 2016 also emphasized the importance of the teacher's role to properly realize its function. Teaching means developing students' skills so that their mindset increases. Giving assessments and conducting evaluations can be an illustration of the mastery of skills for students. Teachers are also second parents for students as a place for children to complain. So that the teacher really becomes a place to vent for students.

Albert (2018) said about teacher competence, namely teachers as educators, supervisors and managers in the classroom. It is the teacher as an educator who is a performance that can deliver the achievement of educational goals. Teachers who will guide students in a better direction. As student leaders, teachers will create an optimal and fun learning atmosphere. The conclusion that can be drawn is that the teacher's performance is an achievement related to what is his obligation. The only indicator that can measure teacher performance is by looking at the lesson plans they make.

Higgins argues that there are four things that greatly affect teacher performance, including: 1) Managers or leaders 2) teacher behavior 3) work group actions 4) organization. The components contained in the organization are: 1) Leadership, which

consists of: Organizational identity, responsibility, supervision, and appreciation and punishment. 2) Relationships between individuals consisting of: Familiarity, support, guidance, conflict, (Fitria, 2016).

What is meant by the principal is a professional named teacher who has the responsibility to carry out all school activities, where teaching and learning activities take place or teachers who provide all needs such as students and rooms/classes (Basri, 2018). A leader must be able to provide the facilities, facilities and infrastructure needed by its members so that student learning activities can run smoothly. This is because the principal's mission is to meet the needs of groups that are really deemed necessary (Ikhwandra, 2016)

The school certainly has a vision and mission that must be achieved as much as possible. This will be realized if the principal who holds the reins of leadership is able to play his role properly. Dedi (2019) said that the appointment of the principal is not done arbitrarily, even the principal automatically becomes an expert or may have served as a deputy principal for a long time, but that does not automatically make the principal become a professional in carrying out his duties. Events in the field prove that many school principals are busy writing letters, making assignments and all kinds of things related to school administration which could be delegated to other people who are more appropriate, such as TU. In fact, the principal's job is a tough job that requires extra abilities. In fact, as a formal leader of an educational institution, he or she must at least act as an educator, manager, administrator, supervisor, leader, innovator and motivator.

This study aims to analyze the principal's strategy in improving teacher performance at SMP Negeri 11 Sijunjung.

1. Principal

School leaders or often called principals are teachers who are entrusted with additional tasks in order to lead the existing resources at the school to achieve the planned common goal of making quality schools (Arumsari & Hasanah, 2021). This is reinforced by the

Regulation of the Minister of Education and Culture (Permendikbud) Number 6 of 2018 concerning Assignment of Teachers as Principals. The definition of the principal referred to here is a teacher who is given the task of leading and managing educational units which include TK, TKLB, SD, SDLB, SMP, SMPLB, SMK, SMA, SMALB, and Indonesian Schools Abroad. The principal's leadership role is to foster the work spirit of teachers and be able to embrace all members so that they can work together so that the quality of students increases (Jamma, 2016).

According to Baharuddin (2020), the holder of the highest authority in an educational institution. The principal's policy process must be able to consider various things in order to improve the quality of students. In carrying out the duties of the principal, he must have high responsibility and dedication so that the work carried out can achieve maximum success. Principals are required to be able to lead as well as organize and manage the implementation of teaching and learning programs and other activities held at the school they lead. A leader is required to create pleasant student learning conditions so that students can excel in accordance with the school's vision and mission.

If interpreted in language, according to the KBBI, (M, 2015), the person or teacher who leads a school is called the principal. He is the person appointed to be the leader of a school. Meanwhile, in terms of terminology, (Joni, 2016) suggests that the principal is a professional teacher who is given the task of leading a school where the teaching and learning process is held "or" the teaching and learning process between students and teachers

Another source said that the notion of the principal is "a person who serves as the general police in determining policies in the school environment". Thus, it is hoped that the principal is able to provide the widest possible space for teachers to think and act in a better direction, and be able to create a family atmosphere where mutual respect, mutual respect and being able to become a family will move forward together.

According to Kurnia & Suryana (2020) a school principal must have characteristics, namely (1) humble and simple, (2) helpful, (3) patient and emotionally stable, (4) believe in oneself, (5) Honest, fair and trustworthy, (6) expertise in office.

2. Teacher Performance

The results or achievements of a person in an organization in accordance with the workload is called teacher performance. If we relate it to the teacher's duties according to the General Guidelines for the Implementation of School Administration (Depdikbud, 1988), as a professional person, the teacher is tasked with making learning programs, analyzing evaluation results and carrying out follow-up from the analysis of evaluation results in the form of improvement and enrichment learning. In accordance with Law no. 20 of 2003 article 39 paragraph 2 also says that the task of an educator is to plan, carry out learning, conduct an evaluation of the learning (Albert, 2018).

Performance according to Asrizallis (2016) comes from the word Job Performance or Actual Performance (work achievement or actual achievement achieved by someone). Performance (work achievement) is the overall result of work both in quality and quantity that can be carried out by an employee in carrying out his duties in accordance with the responsibilities given to him. The performance of teaching staff can be interpreted as the overall activity displayed by teaching staff in carrying out their responsibilities as people who carry out a mandate and responsibility to educate, teach, guide, direct, and guide students in order to lead the development of students towards mental-spiritual maturity and biological physics.

Teacher performance is a behavior or response that gives results that refer to what they do when he or she faces a task. The performance of the teaching staff concerns all the activities or behavior experienced by the teaching staff, the answers they make to give results or goals. Efida (2016) explains that teacher performance can be seen from the characteristics of a good teacher manifested in their ability to develop learning programs, the

ability to master learning materials, the ability to master the learning process, the ability to carry out evaluations of learning outcomes, the ability to analyze the evaluation of learning outcomes, the ability to provide improvement guidance. learning, the ability to carry out classroom and school administration, the ability to adapt to situations and learning atmosphere based on strong attitudes, values and personality.

The success of a teacher in carrying out his duties which can be expressed from the performance he has done is called teacher performance. In simple terms, a teacher is a person who gives knowledge to his students widely, a teacher is someone who carries out tasks in educational institutions, where the community trusts him to carry out the tasks entrusted to him in order to educate students (Lainah, 2016).

3. Principal's Strategy in Improving Teacher Performance

One of the strategies that can be carried out by school principals to improve teacher performance by maximizing the leadership principles Endi (2016) describes that an ideal leader in Islamic education must have the following principles:

- a. Mutual respect and honor of all co-workers should be considered the same. Do not differentiate between them according to their wealth and wealth. They are entitled to the same service from the leadership
- b. Spread love. Having compassion is the main thing because a leader who has compassion will be seen as a role model who always provides protection to his followers.
- c. The ability of a leader to do justice is also a factor that determines the performance and motivation of a subordinate. Unfair treatment will bring bigger problems that will not only harm individual leaders but other parties. Therefore, the principle of justice should be seen as the most important point of departure in leading and managing the organization.
- d. Obedience in the most important concepts in the most successful

communities. A gentle leader will be seen as a polite person and will never look down on others. If there is something that is considered inappropriate from his followers, he will rebuke carefully and still respect his honor as well as a teacher. A forgiving leader is not a weak leader, this trait is a picture of the power to understand the mistakes made by students within certain limits.

- e. The ideal leader is someone who is nurtured and imitated in Islamic education given the opportunity for students to express their thoughts, feelings and opinions during the learning process, teachers respect their opinions, teachers are leaders, students are their subordinates. We have to keep our promises, so that we don't lose our trust in the school. Teachers must keep their promises to their students, because their promises to students are debts that must be paid. The promise here is the discipline of learning and education, assignments and other academic activities.

In addition, the principal's strategy in improving teacher performance is to optimize the figure as a leader in school institutions. Fauziah (2014) agrees about the contribution of leadership related to efforts to improve the quality of education that school administration can influence and motivate teachers and school residents. The meaning of the word, sits a teacher to be a leader because:

- a. Many people need a leader
- b. in some situations, a leader needs to appear on behalf of the group
- c. as a place to take risks when pressure is transferred to the group and as a place-to-place power
- d. The role of secondary school leadership in the school environment has a positive impact on the development of the teacher's skills so that it can support the success of student learning outcomes
- e. The principal's strategy to improve teacher performance is outlined in the activity planning program.

METHOD

The methodology used in this research is descriptive qualitative with the type of literature study which is a way of elaborating the results of research by tracing the sources of writings that have been made previously.

The process of collecting data in this type of research are: editing, organizing and finding. Editing is by re-examining the data obtained, especially in terms of completeness of the data, clarity and harmony of meaning between one another. Organizing is organizing the data obtained with the necessary framework in accordance with the title of the study. Finding is a follow-up analysis of the results of organizing the data by using the theories and concepts that have been included so that conclusions are found which are the results of the answers to the research objectives.

The data analysis technique for this research is content analysis, which can be interpreted as research with an in-depth discussion of the content of written or printed information in previous articles or other research sources used. Furthermore, an in-depth discussion is carried out to facilitate understanding in understanding this research.

RESULTS AND DISCUSSION

In this study, researchers interviewed principals and teachers at SMP Negeri 11 Sijunjung about the principal's strategy in improving teacher performance. Based on the results of interviews, information was obtained that to improve teacher performance, school principals carried out programs including.

Interpersonal communication can be interpreted as a meeting of at least two people, each of which aims to provide direct information that is talking to each other. With regular communication, it is possible that smooth communication will occur so that every personnel in an organization will share information about students. Social relationships are desired if a person feels his self-esteem or sense of security will increase, and will be realized by doing interpersonal communication

Recruitment of educators, namely in improving teacher performance, starting with opening vacancies as honorary staff, contract workers or even as civil servants.

Some of the requirements for teachers to be accepted as educators at SMP Negeri 11 Sijunjung, must meet the following characteristics: devoted to Allah SWT, education at least Strata One (S.1), strong commitment, high motivation, noble character, obedience, high loyalty and sacrifice to the leadership, and have the ability to read the Qur'an.

Classification of teachers by subject
Classification of teachers according to the skills and abilities they have which is very important for school principals to plan how to teach the basics of education a lesson.

Giving trust to foster extracurricular activities also in accordance with the expertise of the teacher such as the Drumband activities fostered by art teachers.

Give Spirit. Enthusiasm generates achievement motivation. Carry out activities as training for teachers in schools. School leaders make plans to carry out training in schools such as workshops, workshops. Training is planned regularly which is carried out every year.

A school principal also carries out supervision or is known as supervision. Development of teacher performance. A school must open up if there is new knowledge that exists.

Get used to living close to the teacher. This will lighten the mood. Thus, what is planned will be carried out according to the ideals of the school contained in the school's vision and mission.

Disciplinary supervision. Supervision of attendance discipline is carried out by the principal by checking teacher attendance in the form of monthly reports. Teacher attendance is checked, the number of permits, the number of late arrivals and early departures through the teacher and employee attendance list. Documentary guidance can be done by the leadership by checking the learning tools every year.

CONCLUSIONS AND RECOMMENDATION

Based on the description and results of the research above, it can be concluded that the principal's strategy in improving teacher

performance in SMP Negeri 11 is by maximizing interpersonal communication, strict teacher recruitment, placement of teachers in position that match competence both as supervisors and coaches, providing motivation to teachers, conducting supervision, fostering teacher performance, establishing cooperative relationship with teacher and carrying out disciplinary supervision.

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