

Analysis of Principal Leadership Strategies in Improving Teacher Performance in SDN Model Terpadu Madani Palu

Febriana Topila^{1*}, Yusdin B.M. Gagaramusu², Arif Firmansyah³

123 Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako

febrianatoppila@gmail.com, yusdin@untad.ac.id, arif_firmansyah@untad.ac.id

Abstract: This research aims to find out what strategies are used by school principal to improve teacher performance at the SDN Model Terpadu Madani Palu. This research uses a qualitative approach with a qualitative descriptive approach. Research subjects are principal and class teacher. The instruments in this research are observation sheets, documentation sheets and interview sheets. The data analysis used in this research is data reduction, data presentation and drawing conclusions. The results of this research show that the principal's strategy in improving teacher performance at the SDN Model Terpadu Madani Palu consists of six indicators, namely: planning supervision, helping to solve teacher problems, assessing teacher performance, supervision of teacher administration, evaluating supervision, and follow-up supervision. The school principal has implemented the supervision program. The inhibiting factor in achieving increased teacher performance is that there are some teachers who do not understand the use of IT-based learning media, but school principal always look for ways, so that these teachers can understand by bringing in trusted sources through workshop activities. It can be concluded that the principal's strategy has met the indicators in improving teacher performance. There fore, as the conclusion it can besaid, the principal has performend his duties as a leader.

Keyword : Strategy, Principal, Improving Teacher Performance

Article info: Submitted 12 Mei 2024 | Revised 23 Mei 2024 | Accepted 24 Mei 2024 | Published 25 Mei 2024

Copyright © 20xx, Author.



This is an open-access article under the CC BY-NC-SA 4.0

How to Cite :

Introduction

School is one of the educational institutions trusted by society and the state to prepare the human resources needed for national development. A school is a complex and unique organization, thus requiring a high level of coordination. The educational leadership needed today is based on the authentic identity of the nation, rooted in cultural and religious values, and capable of anticipating changes occurring in the field of education, especially, and generally, due to advancements achieved outside the school system. One of the goals of vision is to facilitate the process of strategic management. Only in organizations that have integrated with their vision can leaders and managers begin to develop the necessary strategies to realize that vision, without any obstacles between them (Yasyakur, 2019). Strategy can be defined as a method or technique employed by an individual, in this case a leader, to achieve desired goals. Strategy can also be interpreted as a leader's tactics to achieve objectives. The strategy of a school principal is one of the fundamental factors in advancing the school towards improvement. The principal is obligated to collaborate and establish harmonious relationships with teachers, thus it is expected that the school can fulfill its functions more effectively. Therefore, principals are required to have a presence in managing education by enhancing the performance of teachers optimally (Riska, 2021).

The principal needs adequate competence. This is aimed at ensuring that every issue and school development can be carried out by the principal. The competencies needed by the principal include personal, managerial, supervisory, entrepreneurial, and social competencies. In addition, the main competencies that must be possessed by the principal are: evaluator, managerial, unity of purpose, visionary, distinctiveness, learning community, reflection, supervision, professional development, collaboration, curriculum development, and professionalism. There is a fundamental problem, namely, there are still many principals who do not know how to use their authority to manage the school they lead because they are afraid of making changes. This indicates that the ability of principals in Indonesia is still weak in managing schools (Perdana, 2023). The school principal, as an educational manager within the school, plays a crucial role in determining or leading the school to achieve good learning quality. This condition can be achieved effectively if the principal is able to create good strategies as well, with a focus on enhancing the quality of learning. To understand the concept of school principal strategies, it is necessary to first understand the meaning of strategy itself (Aqliyah, 2020).

A school principal is someone appointed specifically to hold a certain position with primary duties and responsibilities for the smooth implementation of education and teaching in the school. The principal can be defined as a functional teacher who is assigned to lead a school where the teaching and learning process takes place. So, it can be concluded that the principal is a teacher given additional tasks to lead an educational organization (school) where teaching and learning processes are conducted (Abdurrozaq, 2017). The school principal must be able to motivate and empower teachers to achieve good performance and to act as professional educators capable of enhancing their own quality of work. This strategy represents the principal's systematic effort to continuously improve service quality, with a focus on teachers and other educational staff, ensuring that the institution under their leadership operates smoothly. As both a leader and supervisor in the school, the role and responsibilities of the principal are highly strategic in enhancing the performance of both teachers and other educational staff (Rahmin, 2021).

Based on the research conducted by Gebry Junakartiansyah Perdana (2023), "Analysis of Principal Leadership Strategies in Improving Teacher Performance in Elementary Schools", the result of this study is that democratic and participative leadership strategies are effective in enhancing teacher and school performance. This research emphasizes the importance of good leadership in improving teacher and school performance, and that principals must have the necessary competencies and skills to lead and manage schools effectively. This research also indicates that the performance of teachers at the SD Islam Unggulan Teladan Nabawi is excellent when led by a leader with an ideal leadership strategy. Based on the research conducted by Ade Kurnia, Abd Basid, Anis Setiyani, et al. (2021), the results of this study show that the school principal has strategies to improve teacher performance at SDN Rawabuntu 03 in Tangerang Selatan. The results include changing the mindset of teachers from old paradigms to new ones, providing motivation and encouragement for teachers to work and create more effectively, setting an example for the teachers, enhancing teacher discipline to arrive early and maintain discipline during the teaching and learning process, providing guidance, supervision, and training to improve teacher competence. This research emphasizes the importance of school leadership in achieving the school's vision and mission. Based on the research conducted by M. Rio Harits Ikhsandi and Zaka Harikusuma Ramadan (2021), the results of this journal indicate that school principal leadership has

a positive influence on teacher performance. Leadership factors influencing teacher performance include the quality of support and guidance provided by the school principal, effective lesson planning, equitable task distribution, guidance through task allocation meetings and recognition of high-performing teachers, encouragement to improve teacher competence, and enforcement of discipline in the school. Coordination and cooperation among school personnel are also considered important in achieving high-quality educational goals.

Based on the above research findings, it can be concluded that teacher performance can be said to improve with the presence of effective leadership strategies from the school principal. Additionally, there must also be a reciprocal relationship between teachers and the principal so that the leadership strategies implemented in the school can function as intended.

Performance or performance is the result of work that can be achieved by an individual or a group of people in an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the goals of the organization legally, without violating the law and in accordance with morals and ethics. Individual performance is the basis of organizational performance, and to maximize the performance of each individual, it relates to individual behavior (Syaifi, 2017).

Methodology

The approach used in this research is a qualitative approach. This type of research is qualitative descriptive. The nature of this research is descriptive, aiming to uncover the naturally occurring conditions in the field. This descriptive research aims to create systematic, factual, and accurate descriptions and portrayals of the facts, characteristics, and relationships among the investigated phenomena (Rahmin, 2021)

This research was conducted in the second semester of the academic year 2023/2024 at SDN Model Terpadu Madani Palu, Mantikulore District, Palu City, Central Sulawesi. The objective of this research is to understand the strategies employed by the school principal in improving teacher performance, with the research subjects being the school principal and two teachers. In collecting data, the researcher utilized interview, observation, and documentation techniques. After gathering the data, the researcher then conducted data analysis through data reduction, data presentation, and drawing conclusions.

During the research, the researcher utilized research instruments in the form of observation sheets and interviews to obtain data from the school. Initially, the researcher conducted observations, focusing on several aspects: teachers' involvement in planning various supervision programs, including the school's academic supervision program; teachers' preparation of administrative components outlined in the supervision program; teachers receiving guidance and directions from the school principal in implementing academic and administrative supervision; and finally, teachers participating in supervision activities at the school and playing a crucial role in achieving academic supervision goals. After observing these aspects, the researcher then conducted interviews with the school principal and two teachers to reinforce the findings of the observations. The interview framework included topics such as planning academic supervision programs at the school, assisting in solving teacher problems, the school principal's assessment of teacher performance, implementation of supervision on teacher administration, supervision evaluation, and follow-up actions.

Based on the research instruments, including observation, interviews, and documentation, the researcher then collected data according to the formulated research

questions, which were subsequently elaborated in more detail in the results and discussion section.

Result and Discussion

1. Finding

Based on the observation results conducted on February 5, 2024, at SDN Model Terpadu Madani Palu, the following findings were obtained:

- 1) Teachers are involved in planning various supervision programs, including the school's academic supervision program
- 2) Teachers prepare the administrative components outlined in the supervision program.
- 3) Teachers receive guidance and directions from the school principal in implementing academic and administrative supervision
- 4) Teachers participate in supervision activities at the school, and teachers play a crucial role in achieving academic supervision goals

2. Discussion

The first aspect is that the school principal involves teachers in planning various academic supervision programs at the school. According to (Kurnia et al., 2021), the school principal is a planner and manager of students' educational experiences who will contribute to the development of knowledge, skills, personal qualities, habits of thinking, decision-making, and appropriate attitudes towards oneself and others in preparation for maturity.

The second aspect is assisting in solving teacher problems. According to (Mukhtar, 2015), as a leader, the school principal must have a strong personality, understand the conditions of teachers and other educational staff, have short-term and long-term programs, be visionary, able to make the right and wise decisions, and communicate well with all school stakeholders. Therefore, the school principal plays an important role when teachers face obstacles or problems in the preparation of both academic and administrative supervision programs. Based on the analysis results, the school principal actively helps solve problems or obstacles faced by teachers during the preparation of academic supervision programs at the school. This is in line with the interview results indicating that the school principal guides us very well in carrying out and implementing administrative tasks in teaching.

The third aspect of the school principal's leadership strategy in improving teacher performance is assessment. This is in line with what (Leniwati & Arafat, 2017) stated that performance assessment requirements must meet certain standards or criteria. This means that performance measurements are conducted according to performance indicators as a measuring tool. The assessment of a teacher's performance is an essential part of the entire process of the teacher's performance. According to Martinis Yamin and Maisah in (Iskandar, n.d.), some sources of educational staff assessment are: (1) self-assessment; (2) assessment by students; (3) assessment by peers; and (4) assessment by immediate superiors.

Based on the analysis results, the school principal has assessed teacher performance through the academic supervision program, where teacher performance assessment can cover several aspects, such as teaching ability, involvement in extracurricular activities, classroom management skills, collaboration with colleagues, participation in professional development, and student learning outcomes. The results of this assessment then serve as feedback for teachers to improve their performance

The fourth aspect of the school principal's leadership strategy in improving teacher performance is supervision of teacher administration. This is in line with what Sahertian (2000: 19) stated in (Leniwati & Arafat, 2017) that educational supervision or oversight is an effort to provide services to educational stakeholders, especially teachers, both individually and in groups, in an effort to improve the quality of the teaching and learning process. To observe, evaluate, and assist teacher performance so that all planned activities can be carried out effectively and efficiently requires supervision or oversight by the school principal. Based on the analysis results, the school principal fulfills their role as a leader by conducting supervision of teacher administration, and teachers have also been able to prepare academic supervision administration well according to the existing instruments.

The fifth aspect is the school principal's evaluation of teachers. According to Imron in (Sumarni et al., 2017), evaluation is a process of determining a person's value using specific criteria to achieve a goal. Supervision evaluation is a process of the school principal in determining the success level of academic supervision using specific criteria to achieve predetermined educational goals. Before evaluation, measurements are carried out. Etymologically, measurement is a translation of measurement. Based on the analysis results, after conducting supervision, the school principal then evaluates the supervision results, aiming to ensure that teaching and learning in the Education environment are effective and of quality. This supervision evaluation helps assess teacher performance, identify strengths and weaknesses, and provide constructive feedback to improve teaching practices and student learning outcomes.

The sixth aspect is the school principal's follow-up of supervision. According to (Diana & Yusrianti, 2023), Academic Supervision Follow-Up is a follow-up activity aimed as a follow-up program of academic supervision results conducted on teachers as one effort in developing learning in an educational unit. This Follow-Up Plan is prepared by the School Principal of each educational unit, with the aim of following up the results of teacher academic supervision. From the academic supervision results on teachers, the school principal can obtain an overview of the academic profile of each teacher. This academic profile overview is obtained by analyzing the instruments used during academic supervision by teachers. Activities that can be carried out as a form of follow-up to academic supervision include mentoring. This mentoring activity can be divided into direct and indirect mentoring. The follow-up referred to here is the follow-up of all series

of supervision activities carried out by the school principal on teachers. Starting from the follow-up of the school principal's assessment results of lesson planning by teachers, to the follow-up of teacher performance in classroom teaching activities. The results of academic supervision are reported to the supervisor from the Department of Education and Culture of Bombana Regency. This report is submitted to report the implementation of academic supervision and the results of academic supervision conducted by the school

Based on the analysis conducted, the school principal's leadership strategy in improving teacher performance at SDN Model Terpadu Madani Palu has been achieved seen from six indicators, where the last indicator is the school principal's follow-up of the supervision program, which has been carried out well by the school principal aiming to implement improvement recommendations suggested in the supervision evaluation process. This involves developing strategies, additional training, and available resources to assist teachers in improving their teaching performance and facilitating student learning. Follow-up also ensures that improvement efforts continue to be made sustainably to achieve desired educational goals.

Conclusion

Based on the research findings, it can be concluded that there are six important indicators for the school principal as a leader: planning academic programs at the school, assisting in solving teacher problems, the school principal assessing teacher performance, implementation of teacher administration, evaluation, and follow-up. The school principal's leadership strategy in improving teacher performance through the program has been well implemented based on these six indicators, as the school principal has fulfilled their duties and responsibilities effectively, resulting in improved teacher performance.

Among these six indicators, the school principal has implemented the supervision program together with the teachers. Factors hindering the improvement of teacher performance include some teachers who are not yet familiar with the use of IT-based learning media, but the school principal always finds ways to ensure that these teachers understand by inviting trusted speakers through Workshop activities. It can be concluded that the school principal's strategy has met the indicators for improving teacher performance. In this case, the school principal can be considered effective in fulfilling their role as a leader

References

- Abdurrozaq, M. (2017). *Strategi Kepala Sekolah Dalam Upaya Meningkatkan Kinerja Guru Di SMP Muhammadiyah 1 Gadingrejo Kabupaten Pringsewu*. Institut Agama Islam Negeri Raden Intan Lampung.
- Aqliyah, A. (2020). *Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMK Negeri 13 Malang*. Universitas Negeri Maulana Malik Ibrahim Malang.
- Diana, & Yusrianti, S. (2023). Tindak Lanjut Supervisi Akademik dalam Penyusunan Instrumen Penilaian di Madrasah. *Jurnal Pendidikan Tambusa*, 7, 4436–4441.
- Ikhsandi Harits Rio, M. (2021). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5, 1312–1320.

- Iskandar, U. (n.d.). Kepemimpinan Kepala Sekolah Dalam Peningkatan Kinerja Guru. *Jurnal Visi Ilmu Pendidikan*, 1018–1027.
- Kurnia, A., Basit, A., Setiyani, A., & Ayuhan. (2021). *Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru*. 2–11.
- Leniwati, & Arafat, Y. (2017). Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Kinerja Guru. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*, 2, 106–114.
- Mukhtar. (2015). Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SMP Negeri Di Kecamatan Masjid Raya Kabupaten Aceh Besar. *Jurnal Magister Administrasi Pendidikan*, 3, 103–117.
- Perdana, J. G. (2023). Analisis Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SD Islam Unggulan Teladan Nabawi. *Jurnal Manajemen Dan Pendidikan*, 2, 101–110.
- Rahmin, N. (2021). *Analisis Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMP Negeri 1 Bongkaradeng Tana Toraja*. Institut Agama Islam Negeri (IAIN) Palopo.
- Riska, V. D. Y. (2021). *Anaisis Strategi Kepemimpinana Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMA Negeri 6 Soppeng*. Universitas Negeri Makassar. m
- Safira, D. (2021). *Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Melalui Penguatan Softkill (Studi Kasus Di SDIT Bayyinah Kecamatan Kuta Alam Kota Banda Aceh*. Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Sumarni, Hasmin, & Mustari. (2017). Pengaruh Supervisi Akademik Pengawas Sekolah, Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Terhadap Kinerja Guru SMK Negeri Se-Kecamatan Tamalate Kota Makassar. *Jurnal Mirai Management*, 2, 149–163.
- Suryadhiningrat Karina Fitri, R., Yuniarsih, T., & Sojanah, J. (2022). Analisis Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru (Studi Kasus Sekolah Dasar Muhammadiyah Priangan Kota Bandung). *Jurnal Pendidikan Manajemen Perkantoran*, 7, 164–174.
- Syaifi, M. (2017). *Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMAN 3 Dusun Selatan Kabupaten Barito Selatan*. Institut Agama Islam Negeri (IAIN) Palangkaraya.
- Yayaskur, M. (2019). Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMA Yanic (Yayasan Nurwula Ikra Islamic Centre). *Jurnal Pendidikan*, 2, 411–421.