

The Principal's Strategy in Improving Teacher's Performance

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Abstract – The principal's strategy is a way that is prepared to improve teacher performance. The purpose of this study was to describe the principal's strategy in improving teacher performance at SD Negeri 2 Lembak. The research method uses a qualitative approach. The results showed 1) the strategy of the Principal of SD Negeri 2 Lembak in improving teacher's performance through teacher supervision, training, workshops and PPG, teacher's certification, and increasing teacher's work discipline; 2) the inhibiting factors in the implementation of improving teacher performance in SD Negeri 2 Lembak is that not all teachers have the same motivation; and 3) the principal's strategy is to overcome the obstacles faced in improving teacher performance by motivating teachers to improve their performance by creating harmonious relationships and situations and collaborating with teachers, other efforts provide rewards and punishment for teachers who do not carry out their main duties with good discipline. This study contributes to the principal on improving teacher performance. Improving teacher's performance aims to empower educational personnel effectively and efficiently.

Keywords – Principal's Strategy, Teacher's Performance, High Quality of Education.

I. INTRODUCTION

Teacher is a professional position obtained from the professional field with training and experience in facing educational challenges. Management at the level of teaching units in the current era is so advanced, actually it has received contributions from various thoughts and practices of school principals as the highest leaders in schools. Achieving educational goals through the formation of educational organizations or institutions. The teacher is one of the human components in the teaching and learning process that plays a role in efforts to form potential human resources in the field of development (Sardiman, 2016). In Indonesia, the subject of educational institutions is regulated in Law Number 20 of 2003 concerning the National Education System articles 13-16 which describes the path, level, and type of education. The

education stream consists of formal, non-formal, and informal education. Meanwhile, the formal education level consists of basic education, secondary education and higher education. Meanwhile, the type of education consists of general, vocational, academic, professional, vocational, religious and special education. Where the paths, levels, and types of education can be realized in the form of an educational unit organized by the Government, local governments and the community.

Among the three education centers, schools are facilities that are deliberately designed to carry out education (Tirtarahardja, 2005). One alternative that might be done in schools to implement national policies is to gradually develop the school into a training center. One of the ideals of the proclamation formulated by the founders of this republic in

the preamble to the 1945 Constitution is to educate the nation's life. This aspiration is always subsided by us and never faded by the complexity of the problems of the national life from one era to another. In order to fulfill these guidelines, educational institutions have a big responsibility in efforts to educate the nation's life as a development resource capable of overcoming various problems according to the demands of the times. In this regard, the efforts taken by the government, in this case the Ministry of National Education have made many efforts to improve the quality of education, both the quantity and quality of education.

Efforts to improve the quality of education are continuously made, both conventionally and innovatively. For this reason, education must be optimized in its implementation including the supporting devices so that the goals of national education can be achieved. School as an institution has input, process and output components. This condition makes the school as a system that must be managed optimally so that it can contribute to the achievement of overall educational goals. In the national education system, schools are formal educational institutions that are complex and unique. It is complex because schools contain various dimensions that are interrelated and mutually determine. While its unique nature shows that schools have certain characteristics that are not shared by other institutions, such as the occurrence of a learning process for students and the implementation of the culture of life in mankind.

Syafarudin (2002) argues that in the national education system in Indonesia, schools have a strategic role as institutions that provide educational activities in their position as formal educational institutions; schools contribute to developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (article 3 of the 2003 National Education System Law). Observing the significant contribution of these formal educational institutions, it is necessary to have good management by the principal. Basically, the principal performs three functions, namely functions related to the objectives to be achieved, functions related to directing the implementation of each activity, in order to achieve group goals related to the creation of a work atmosphere that supports the process of administrative activities running smoothly, full of enthusiasm, health and with high creativity (Muhyi, 2011). For this reason, the principal must have a good strategy in improving the quality of education which is carried out in an integrated, systematic, gradual and sustainable manner.

The results of Wahyosumidjo's (2002) study show that the principal is a figure who determines the center point and rhythm of a school. Observing this, the principal in the formal education system has a very strategic position in improving the quality of the school he leads. In the context of school management, all school activities must be managed using all available resources. One of the components of school management that must be managed by the principal is the education staff, in this case the teacher. The success of education in schools is largely determined by the success of the principal in managing the teaching staff. In this case, increasing productivity and work performance can be done by improving the behavior of education personnel in schools. Improving teacher performance in schools aims to empower educational personnel effectively and efficiently to achieve optimal results, but still in pleasant conditions. In connection with that, in the function of teacher performance in schools that must be carried out by the principal is to attract, develop and motivate teachers to achieve optimal educational goals, help teachers achieve positions and standards of behavior, maximize career development, and align individual, group and organizational goals (Andriani et al, 2018; Renata et al, 2018; Fitria, 2018).

In order to carry out their roles and functions as managers, the principal must have the right strategy to empower teachers through cooperation or cooperation, provide opportunities for teachers to improve their professions, and encourage the involvement of all teachers in various activities that support school programs (Fitria et al, 2017; Kartini et al, 2020; Farida et al, 2020; Resnawati et al, 2020). Based on the description above, it is clear that the competence possessed by the principal is very necessary in order to optimize the implementation of school management, especially teachers. However, even though the principal's strategy series to improve teacher performance is carried out, it has not been able to provide satisfactory results. The experience of researchers as supervisors shows that the management of teachers by the principal has not been implemented properly. Less optimal implementation of teacher performance management is indicated by the behavior of the principal who does not understand the characteristics of each teacher, does not have the right strategy to develop professionalism, lack of motivation for teachers in developing their professional duties. Principals pay less attention to fostering teacher work discipline, this is reflected in the attitude of teachers who are often late and leave their assignments without being equipped with clear explanations or reasons. Another trend that appears is that the principal is not optimal in using teachers, the teacher work assessment system is not objective and accurate

and the leadership attitude of the principal is authoritarian in carrying out his duties. Observing the phenomenon of not yet optimal implementation of duties and functions of school principals, it is a provisional assumption that the principal's strategy in improving teacher performance has not reached the level of optimization expected.

Approaches in management at the educational unit level, especially structural approaches can be carried out by the leadership to achieve organizational goals optimally and also require a systems management approach. According to Muhammad (2004), management is one of the most important sciences in managing society. In this era of management, if a society has the material facilities and human resources for success, but does not carry out neat management to organize and function these facilities in realizing its goals and targets, then it will not achieve progress, even all these facilities will be in vain and drain. To increase the level of national education, educational reform is needed by updating all education systems and their role in the development of this nation. It needs sacrifice and willingness from all relevant stakeholders, including the government, education institutions, the ministry of education as well as school principals and teachers as implementers of Indonesian education. Educational reform should also provide opportunities for anyone to develop new steps or ways of improving the quality of education. Education reform basically aims to make education run more effectively and efficiently to achieve the goals of Indonesian national education by restoring Pancasila ideology and cultural values in the world of education. Then for quality assurance, the Government has set educational standards as outlined in Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. Article 2 paragraph (2) of this Government Regulation states that education quality assurance and control in accordance with National Education Standards needs to be carried out in three integrated programs, evaluation, accreditation and certification.

The three programs are a form of education quality assurance that aims to protect the community so that they can obtain educational services and outcomes that are promised by education providers. Furthermore, in Government Regulation Number 19 of 2005, the General Explanation states that in the educational process, educators are needed who provide exemplary and are able to build will, and develop the potential and creativity of students. This principle causes a paradigm shift in the educational process, from the teaching paradigm to the learning paradigm. The teaching

paradigm which focuses more on the role of educators in transforming knowledge to students shifts to the learning paradigm which gives more roles to students to develop their potential and creativity in order to form humans who have religious spiritual strength, have noble character, personality, intelligence, have aesthetics, physically and mentally healthy, as well as skills, of course the development of potential and creativity for teachers is carried out first by the principal as the leader.

Teacher coaching by school principals is one solution to improving the quality of schools globally and in particular improving teacher performance. The position of teachers, as in Law Number 14 of 2005 concerning Teachers and Lecturers Article 2 paragraph (1) states "teachers have a position as professional staff at the levels of basic education, secondary education and early childhood education in the formal education pathway that is appointed. in accordance with statutory regulations". Article 4 explains "the position of teachers as professional staff as referred to in Article 2 paragraph (1) functions to increase the dignity and role of teachers as agents of learning to improve the quality of national education". Every teacher certainly wants to get the title as an outstanding teacher, an outstanding teacher is a pride for himself as a professional who functions to increase the dignity and role of the teacher as a learning agent, a deterrent to the quality of national education, making the teacher the front target and a central position in the implementation of the learning process. In this regard, the teacher will be the subject of many people's attention, and of course it is nothing but related to the performance and totality of dedication and loyalty in their dedication.

Teachers who have adequate competence will certainly have a positive effect on the potential of students. The competence of a teacher cannot be separated from his educational background. This educational background is defined as the level of education a person has taken. A person's educational background will more or less determine his success in carrying out a task or job, so all teachers are expected to have a minimum degree of education. This is done so that the level of competence will be higher. Teachers are required to be able to improve the quality of learning of students in the form of learning activities, so that they can produce independent personal learners who are effective and productive workers. In this connection, the teacher plays an important role in creating the best teaching and learning atmosphere.

Assessment of performance is an important factor for improving teacher performance and job satisfaction, the parts

that show the teacher's inadequate ability to be identified, are known so that strategies can be determined to improve their performance. Assessment of teacher performance is determined in doing their job well. Assessment is not only carried out to help oversee the organization's resources but also to measure the level of efficiency in using existing resources and identify things that need to be improved. Often a teacher who has a good performance is said to be an outstanding teacher.

Achieving teacher is a teacher who excels in the implementation of their main duties as educators, teachers, and mentoring for students. According to Sukardi and Bangun (2016: 1) one way that can be used to improve teacher quality is to conduct regular teacher evaluations and assessments. The assessment process obtained data on teachers who excel in school. Of course, this assessment process requires the same standard procedures and rules to be applied in the assessment process. Besides, there are certain criteria that can be used as a reference in assessing the quality of a teacher. So that data on outstanding teachers who actually meet national education standards can be obtained. The role of outstanding teachers is so central in improving the quality of education, so good management of the principal's leadership is needed so that existing teacher resources can be maximally utilized.

As stated by Wahjosumidjo (2013) that school success is the success of the principal. Principals are said to be successful if they are able to understand the existence of a school as a complex and unique organization, because in a school organization in which there is a teaching and learning process and a place of civilization for human life, there are various dimensions that are interrelated and mutually determining. The principal is someone who is a driving force in school life. Basically the principal performs the following three functions, namely: helping teachers understand, select, and formulate educational goals to be achieved, mobilizing teachers, employees, students, and community members to succeed in educational programs in schools, creating schools as a work environment that is harmonious, healthy, dynamic, comfortable so that all members can work with full productivity and get high job satisfaction (Usman, 2016).

The principal is portrayed as a person who must understand his duties and functions for the success of the school and have concern for teachers, education staff, and students. As a supervisor at the Muara Enim District Primary School education unit, the researcher considers that there is a need for special research on the Leadership of the Principal in fostering teachers to become leaders and also professional

teachers in good performance in this digital era, especially in SD Negeri 2 Lembak, Muara Enim Regency SD Negeri 2 Lembak, which is one of the schools assisted by researchers in supervising tasks at the elementary school level in Muara Enim Regency, where the performance of teachers at the school has not increased significantly due to a lack of leadership motivation and no objective assessment of outstanding teachers. In an effort to overcome these problems, it is necessary to have the role of the principal in fostering and guiding teachers to be able to improve teacher performance, so that teacher performance can be improved in a better direction in accordance with the aim of coaching, namely increasing the performance of outstanding teachers in the academic field. The leadership of the principal is very important in improving teacher performance. Good principal leadership must strive to improve teacher performance through education staff competency development programs.

The success of the principal in carrying out his duties is largely determined by his leadership. Leadership is a very important factor to support the achievement of school goals. The levels of success are categorized into four, first special or maximum, second either once or optimal, third good or minimal, and fourth less (Djamarah, 2013). The study discusses how the success rate of the principal of SD Negeri 2 Lembak during the last 1 year. The leadership function of the principal is to motivate, influence, motivate, and direct the people in the educational institution to achieve the goals that have been formulated.

II. METHODS

This research uses a qualitative approach. Research with a qualitative approach emphasizes the analysis of the process of thinking inductively related to the dynamics of the relationship between observed phenomena, and always uses scientific logic. According to Sugiyono (2010) qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural setting). The qualitative approach is indeed social reality as a holistic / whole, complex, dynamic, full of meaning, and the symptom relationship is reciprocal. Qualitative research is a research procedure that produces descriptive data in the form of writing about people or people's words and their visible or visible behavior. Based on the problems posed in this study emphasizing process problems, the best type of research and strategy is descriptive qualitative research. This type of research will be able to capture a variety of qualitative information with thorough and nuanced descriptions that are more valuable than simply number or frequency statements in numerical form. The

strategy used is a case study, because the problems and research focus have been determined in the proposal before the researcher goes in and delves into problems in the field, the research can also be categorized as an Embedded Case Study Research (Sutopo, 2002).

III. RESULTS AND DISCUSSION

Bermawi (2015) argues that as an education leader, a school principal in addition to functioning as an administrator also functions as a supervisor who essentially provides professional services in improving the professional competence of teachers and school principals, either directly or indirectly. This task has been carried out by education leaders, although not all of them in their entirety. The principal is responsible for the tasks that have been assigned to him. A principal is considered successful if his group is successful, and vice versa. In other words, the most important thing about a principal is to help his group succeed. As stated by Bermawi (2015) that the principal as a leader in his school is able to manage, pay attention, supervise and guide teachers in the teaching-learning process, one way is to supervise teachers who are carrying out their duties at school, this can affect the increase in teacher discipline in carrying out the teaching and learning process. Based on research findings and discussion of research results regarding the principal's efforts to improve teacher performance in SD Negeri 2 Lembak, Muara Enim Regency, it was concluded that the efforts made by the principal in improving teacher performance with work programs that were structured went well according to the objectives. Following are the results and discussion in this study the strategy of the Head of SD Negeri 2 Lembak in improving teacher performance with a teacher work productivity strategy based on work quality, namely the principal measures the ability of teachers by stating how far the various requirements of professional teacher specifications and future expectations have been met. educational challenges in the digital era. Then the strategy for determining the quantitation of teachers at SD Negeri 2 Lembak with a measure states that there are a lot of teacher work results by optimizing the implementation of education.

Strategy for teacher work effectiveness by looking at how far the implementation targets have been achieved. Furthermore, the teacher work efficiency strategy is to compare the planned use of resources with the realization of the use of teacher education facilities and media. Finally, with a work method strategy based on his leadership style in making improvements and optimizing the performance of teachers who previously were against the background of the problem, it was found that the teacher performance was not

optimal at SD Negeri 2 Lembak. Inhibiting factors in the implementation that the principal faces in improving the performance of SD Negeri 2 Lembak teachers are the external environment covering the legal culture, political economy, social technology and organizational climate factors 1) policy, and management philosophy; 2) structure and level of wages and rewards; 3) social conditions; 4) leadership style; 5) terms of employment; 6) working group. Principal strategies for the school to overcome the obstacles faced in improving teacher performance at SD Negeri Lembak by implementing paternalism as a leader with good exemplary, accelerating the completion of educational tasks by means of cooperation or mutual cooperation, cultivating solidarity so as to create mutually helpful cooperation in SD Negeri 2 Lembak. In overcoming the above obstacles, the principal also takes humane actions such as understanding the feelings of the teachers quickly with a special approach, including the tendency to speak both between the principal as a manager and the teacher as a subordinate to reduce existing conflicts so that the problems faced by the teacher can be identified. quickly and the problems faced can be resolved quickly and do not hinder the activities of other educators (Khasanah et al, 2019).

The principal conducts academic supervision in an effort to increase teacher knowledge by delegating teachers to educational activities aimed at increasing their professionalism in the form of seminars and upgrades, increasing teacher creativity by stimulating and arousing teacher enthusiasm in teaching. A special guidance program is carried out such as certification, in which certification is reflected in the existence of a fit and proper test that must be undertaken by a teacher, against the criteria that are ideally set. With the existence of certification, it will spur the spirit of teachers to improve themselves, improve the quality of knowledge, and professionalism in the world of education. following various forms of upgrading and workshops, deeds, and so on. Providing supervision and guidance and assistance to teachers, Providing media and learning resource centers, collaborating to develop learning models, trying to foster good cooperation with teachers and staff, improving teacher discipline, including teachers participating in every school activity, and giving awards to teachers and employees who excel. Empowering teacher competencies, KKG, holding training, which training is one of the coaching techniques to increase teachers' knowledge and provide opportunities for teachers to increase their knowledge and skills by studying to a higher education level.

Training activities need to be carried out by teachers followed by follow-up efforts to implement training results. Empowerment

of teacher competencies or Teacher Working Groups (KKG) which can be carried out in terms of sharing perceptions and commitment to improving the quality of learning or solving problems in learning, through the subject teacher deliberation organization (MGMP), the purpose of this MGMP is to improve teacher performance as change behavior learning carried out in the classroom. The ability to help make it easier for teachers in the process of proposing promotion in accordance with applicable regulations, making school policies in the division of teacher duties, both teaching workloads, teacher administrative burdens and other additional workloads must be adjusted to the teacher's own abilities and many more steps. steps that can be done. The data above is also supported by interview data that the researchers obtained on July 24, 2020 I routinely send teachers to take part in the 2015 PTK systematic training and 2018 teacher achievement division seminars, teacher disciplinary activities, online training 2020 (Results of interviews with researchers with Mrs. Mahdalena, S.Pd on July 24, 2020 at SD Negeri 2 Lembak).



Figure: When the principal conducts coaching for selected teachers as a form of empowering the competencies possessed by the teacher, forms a teacher working group (KKG) as a forum for teacher professional activities, conducts training in the form of mentoring which aims to increase the insight and knowledge of teachers in SD Negeri 2 Lembak Muara Enim. The photo of the researcher above is shown monitoring at SD Negeri 2 Lembak to coincide with a meeting of the principal with selected teachers for training (February 2020).

With regard to inadequate infrastructure, not having the necessary competence in accordance with the field of duty. There are still some teachers teaching subjects that are not in accordance with their qualifications and educational background. Income is not determined in accordance with work performance, because it appears that teachers who excel and those who do not get the same income, it is true that there is now a certification program. However, the program did not provide opportunities for all teachers. Certification can only be followed by teachers appointed by the school principal which incidentally will be potentially subjective.

IV. CONCLUSION

Based on the research that researchers have done, it can be concluded that the Principal strategy for SD Negeri 2 Lembak in improving teacher performance is based on a teacher work productivity strategy based on work quality, namely the principal measures the ability of teachers by stating how far the various requirements of professional teacher specifications and expectations have been met. going forward facing the challenges of education in the digital era. Then the strategy for determining the quantitation of teachers at SD Negeri 2 Lembak with a measure states that there are a lot of teacher work results by optimizing the implementation of education. Then the teacher work effectiveness strategy by looking at how far the implementation targets have been achieved. Furthermore, the teacher work efficiency strategy is to compare the planned use of resources with the realization of the use of teacher education facilities and media. Finally, with a work method strategy based on his leadership style in making improvements and optimizing the performance of teachers who previously were against the background of the problem, it was found that the teacher performance was not optimal at SD Negeri 2 Lembak. The suggestion from this research is that the principal needs to be committed to the development of teacher performance towards high professionalism, to create all that the principal must pay attention to the leadership style that is in accordance with the conditions of the school and also the character of the teachers.

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