

The Role of Principal Management in Improving Teacher Performance

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Abstract

This study aims to analyze the role of the principal in improving teacher performance in the school environment. Writing this article uses the Literature Review approach, namely book reviews, journals, papers, notes and sources related or relevant to the research topic to form the basis of this research. In this literature analysis, several important findings can be identified. First, the principal has an important role to play in creating a work environment that supports and motivates teachers to improve their performance. Principals need to provide clear direction, provide adequate support and resources, and involve teachers in making decisions related to learning and curriculum development. Second, the principal plays a role in developing and facilitating training and professional development for teachers. Providing relevant and ongoing training, principals can help teachers improve their skills, update their knowledge, and implement best practices in teaching. Third, the principal also plays a role in providing constructive feedback and evaluating teacher performance. Through regular and continuous classroom observations and performance appraisals, principals can identify teachers' strengths and weaknesses and provide feedback that focuses on their professional development. In the context of this research, the role of principal management in improving teacher performance is very important. By creating a supportive environment, providing relevant training and constructive feedback, principals can contribute significantly to improving the quality of teaching in schools.

Keywords: Management, Principal, Teacher Performance



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INTRODUCTION

Schools as an important vehicle in the formation of quality human resources will be realized through the education unit level. Success in obtaining good quality education depends on strong or superior leadership from each school principal in the education unit they lead. The position of the principal as a leader is a strategic position in carrying out his role in helping school members achieve the goals set. against the rules, have management knowledge that is intellectually and emotionally intelligent, independent and superior to compete and is committed in the field of education. However, the reality on the ground is that there are still many school principals who do not carry out their duties and functions as educational leaders because the appointment process is not in accordance with the provisions set by the government. Low management knowledge, intellectual and emotional intelligence, independence and competitive advantage of school principals which affect their effectiveness in carrying out tasks, as an inhibiting factor for improving the quality of education which has implications for low productivity and quality (input, process, output/outcome) of school principals (Fauzi 2021).

In the Law on the National Education System Number 20 of 2003, Chapter IX Article 35 paragraph 1, there are eight components of National education standards, namely content, process, graduate competence, educational staff, facilities and infrastructure, management, financing, and educational evaluation. The eight components must be increased in a planned and periodic manner so that there are fundamental changes. Therefore, to achieve the eight

components of national education, the quality of the learning process in schools is a determinant. Learning in schools will be successful if the principal is able to manage and lead the school well. The ability of school principals to manage and lead schools is shown by the leadership they have in an effort to realize schools as effective and efficient learning platforms.

The good or bad of an education is determined by the management of education carried out by the principal as a managerial actor in the educational unit he leads. Education management actors can only be carried out by people who really understand the field of education. In the sense that not everyone can apply good educational management. A person who does not come from the world of education and does not know education will not be able to apply good education management and vice versa if an education unit is managed by people who love education and understand education, the results will undoubtedly be good. And you can be sure with certainty that the results obtained will be much better than people who do not know the world of education at all.

Incorrect education management will lead to a decline in education in Indonesia in general and a decline in education in educational units in particular. Conversely, good education management will contribute to improving the quality and quality of education so that educational goals can be achieved. Management of education in an education unit starts from establishing the vision, mission, goals and objectives of the education unit at the planning stage to the output of students produced according to graduate competency standards at the evaluation stage. Education units must make careful planning to determine the vision, mission, goals objectives of education will only be achieved in the medium and long term (Serly, 2020).

The achievement of the vision, mission, goals and objectives of education is also inseparable from the leadership role of the school principal in the education unit he leads. It is important and necessary to have leadership that truly meets the competency standards of school principals which include personality competencies, managerial competencies, supervisory competencies, social competencies and entrepreneurial competencies (Regulation of the Minister of National Education number 13 of 2007 concerning Standards for School/Madrasah Principals). The principal in each education unit is the main key in improving the quality of education and empowering all existing resources in the school environment starting from educators and education staff, parents, students, committees and the community in order to achieve the vision, mission, goals and objectives of education .

Principal's leadership ability through administration, management, and leadership activities. The principal as a supervisor has the functions of supervising, developing, evaluating, and seeking ideas and innovations in the overall implementation of the school's environmental education he leads. It is not easy and success is not necessarily as expected. The principal also has a function as a manager who requires planning, organizing, implementing, leading and trying to control members and empowering the potential of the organization in achieving goals (Mulyasa, 2012, in Qistiyah and Karwanto 2020).

Principal leadership is not in the form of directives alone, but emphasizes giving motivation as a trigger that inspires teachers so that the initiative and development of teacher creativity optimally increases performance. Teachers are required to innovate in academic and pedagogic skills. Thus, the role of the school principal as an educational leader requires development because it indirectly influences teacher activities so that there is an increase in teacher performance (Qistiyah and Karwanto 2020). The principal has a very complex role. In addition to playing a role in managing the school to be effective and efficient, principals in particular must also be able to improve teacher performance. Susanto (2016), as quoted by F. Ajepri et al 2020, states that improving teacher performance in learning can be achieved if the principal as a leader is able to motivate teachers to improve the performance of teachers

seriously and with high dedication to the tasks they carry out. Therefore, without adequate support from the principal to improve teacher performance, teachers will never carry out their duties, namely educating, training, guiding, and developing the potential of each student to the fullest. Thus, to improve the quality of teacher performance, the role of the principal as an educational leader needs to be developed further so that teacher performance increases.

Based on the description above, this literature study seeks to contribute to increasing knowledge about the roles that school principals must have in order to increase teacher performance. Therefore, the formulation of the problem in this study is what is the role of school principal management in improving teacher performance when managing school education institutions? This paper is intended to explore the important role of school principal management in improving teacher performance. In addition, this study aims to describe the efforts that must be made by school principals so that teacher performance can increase.

RESEARCH METHODS

The method used in writing scientific articles is a literature study using content analysis. The use of content analysis makes the contents of this article refer to data that has been collected and analyzed by the author from papers that have been published by other researchers in the form of books, journals or scientific articles related to the topic and problem to be researched. In line with (Nazir, 1988, in Priangga and Haq 2021) literature study or literature study is a method of collecting data by in-depth study of books, scientific journals, notes and sources related or relevant to the research topic. So that researchers do not need to go down to the field to find out information about related phenomena or issues, but it is enough to conclude by reviewing data sources which according to researchers are relevant to the title determined by the researcher.

According to John W. Creswell (2010: 40), it is a way to present the results of previous research that has a relationship with the cases found by researchers to readers, as well as connecting research with various existing literature and trying to fill gaps in previous research. The stages in the comparative study of literature used in compiling this article refer to (Melfianora, 2019: 2, in (Priangga and Haq 2021)) which states that there are 4 steps that must be taken in carrying out a literature study, namely: (1) Problems that have been completed in identified and formulated can produce the focus of scientific articles. (2) Data that has been classified based on the focus of the problem under study. (3) The data were analyzed using content analysis. (4) From the results of the analysis the authors draw conclusions to complete the suggestions. This conclusion contains the purification of data that has been analyzed then the author provides suggestions based on the results of the analysis that has been carried out. Research data collection was carried out by collecting data and information related to the role of school principal management in improving teacher performance as well as related data explaining the important role of school principals in managing education units in a better direction. The data and findings were collected and analyzed to become reinforcement. even updating existing theory.

RESEARCH RESULTS AND DISCUSSION

The author obtains the results of this article by examining related journals or references that have been selected by the author, which will then be reviewed using the literature study method, which in the end the findings from each reference will be reduced to a finding. with the hope that the results can become a useful reference, reference, suggestion or input to improve related fields. From the results of the literature above, the effort to improve teacher performance is to pay attention to the implementation of the role of the school principal. the principal as a leader carries out various tasks such as educator, administrator manager,

supervisor, leader, innovator and motivator (EMASLIM). The principal's main role is to build leadership capacity in schools in creating and maintaining vital, independent and authentic learning groups.

Principal Management Role

In carrying out the task activities and leadership functions the principal is influenced by various factors, not only influential leadership designs but skills and techniques that determine leadership success. The results of the study (Zohriah 2005) explain that management ability means relating to the ability of a leader to manage an educational unit. The principal's management ability relates to problems through the process of planning, organizing, commanding, coordinating, and controlling. Management ability is also related to the principal's behavior in motivating the performance of teachers by showing a sense of friendliness, closeness, and full consideration of teachers, both as individuals and as a group. Instrumental behavior is task oriented and directly clarified in the roles and tasks of teachers, as individuals and as a group. Because the role of school principal management is very much needed in the development of education, several cases show that the education unit is held by a competent school principal, so the education unit experiences changes in quality, such as regular management, increased teacher discipline, increased teacher performance and quality of education. Competitive Principal Management Capability is needed in the development of education, several cases show that schools are held by principals who have competence, then these schools experience changes in quality, such as regular management, increased teacher discipline and competitive educational quality.

According to Qistyah & Karwanro, 2020 in his research explained that school principals as functional officials are required to have professional competence to help manage potential resources and improve teacher performance. The role of school principals in managing educational units for the sake of improving teacher performance is (1) school principals as educator, (2). The principal as a manager. (3). The principal as an administrator, (4). Principal as supervisor (5). Principal as leader, (6) Principal as innovator, (7). The principal as a motivator. Therefore, the leadership role of the principal in improving teacher performance is something that requires the attention of the principal in order to create professional teachers. Principals must have the ability to be able to carry out their functions to be able to optimally utilize school resources so that goals are practically achieved. In line with research (Sanusi n.d.2019) concerning the role of school principal leadership in improving teacher performance at SDN Cempaka Putih Timur 03, namely: a. Role as Educator The principal plays a role in building character based on educator values; b. Role as Manager, Principal plays a role in managing resources to achieve institutional goals effectively and efficiently; c. Role as Administrator, Principal plays a role in managing the management of the administrative system in schools so that it is effective and efficient; d. Role as Supervisor, Principal plays a role in efforts to help develop the professionalism of teachers and education staff; e. Role as a Leader The principal plays a role in influencing people to work together to achieve a common vision and goals; f. The role of an innovator, the principal is a dynamic and creative person who is not stuck in a routine; g. The role as a motivator, the principal must be able to provide encouragement so that all components of education can develop professionally;

The fate of the Tua Lumban Gaol, 2018 explains that school principals are educational leaders who play an important role in improving teacher performance. Efforts that can be made by school principals in improving teacher performance are related to their role as education leaders in schools, namely: (1) maximizing focus on increasing teacher competence, (2) allocating sufficient budget to increase teacher professionalism, (3) providing advice and

professional guidance to teachers, (4) creating a conducive school organizational culture; (5) creating innovation and excellence, and (6) providing rewards for teachers who are successful or performing well. Therefore the principal must make the school a place of learning for every school member so that a conducive learning process occurs. The principal must also be able to become a person who can protect the teacher so that the teacher feels that the work being done is valued.

By playing roles as leaders in the education unit effectively the principal has an important role in creating a work environment that supports and motivates teachers to improve their performance. Principals need to provide clear direction, provide adequate support and resources, and involve teachers in making decisions related to learning and curriculum development. and as a whole can improve teacher performance in supporting learning achievement as expected. As well as the principal's role in developing and facilitating professional training and development for teachers. By providing relevant and ongoing training, principals can help teachers upgrade their skills, update their knowledge, and adopt best practices in teaching.

Discussion

The principal as a school leader cannot be separated from the various duties he carries out, for example, as an administrator, manager of various resources in the school, and teaching leader. Principals who serve as functional staff must have professional competence as school leaders.

The Role of the Principal in Improving Teacher Performance

The principal has a high influence on determining the direction of the existing policies in schools in maximizing the achievement of quality education. Teacher performance consistently is an important factor in the quality of education. Principals as functional officials are required to have professional competence to help manage potential resources and improve teacher performance. The principal as an educator. The principal is important in improving the quality of the school as a decision maker in school activities and is responsible for giving good directions by setting an example, being patient and understanding. The characteristics and advantages of a school principal should be a role model for subordinates and have the characteristics of a leader. The characteristics of school principals are having high integrity, exemplary, assertiveness, rationality, and objectivity which automatically increase teacher performance.

Principal as manager. Being a principal manager can anticipate change, interpret, and master the situation by making readjustments. The principal has a management function, namely procuring plans, providing facilities and exercising control over school resources. Efforts to improve teacher performance must be carried out even though the principal's responsibilities are so complex, by trying to implement them effectively and efficiently. Principal as administrator. Professional school principals are able to estimate the needs of members, identify problems and solve problems effectively, and prepare budgets with practical use of resources. The school principal must be able to carry out targeted activities and dare to determine the budget for what is needed by the teacher to improve teacher performance.

Principal as supervisor. The quality of the principal's leadership role determines the quality of teacher performance. Supervision is another influential indicator of the principal's leadership role for improving teacher performance. Supervision of the principal is carried out directly or indirectly according to the needs of the teacher. Supervision aims to improve teacher performance in carrying out tasks so that they are disciplined. Therefore, the supervisory function of the principal seeks to control to improve teacher abilities and teacher quality in

learning activities so that they are more practical. Supervision is very important to be carried out by school principals by helping to provide services to teachers in schools in realizing school goals. For this reason, the ability to organize educational supervision activities must be mastered by the school principal, the principal must also master the implementation of the supervision program, and be able to take advantage of the results. Supervision itself means that the principal plays a role in supervising, guiding and improving the learning process that has been carried out by the teacher in order to improve the quality of education.

The principal as a leader. Principals as Leaders Principals of schools as leaders must be able to provide guidance and supervision, increase the willingness and ability of educational staff, open two-way communication and delegate tasks. The ability of the principal as a leader can be analyzed from the aspects of personality, knowledge of education staff, vision and mission of the school, decision-making ability and communication skills. Meanwhile, the personality of the principal as a leader will be reflected in his honest, confident, responsible nature, dare to take risks and decisions, have a big heart, stable emotions, and be an example. In its implementation, the principal a leader can be analyzed from three leadership styles, namely democratic, authoritarian and free. These three styles often owned simultaneously by a leader in carrying out his leadership, these styles emerge situationally (Sanusi n.d. 2019).

The principal as an innovator. As an innovator, he is able to innovate and be creative in carrying out his duties to ensure quality. Principals must always innovate in order to cope with changes so they are not outdated and can keep abreast of changes in globalization. and can serve the community's need for education. The principal as an innovator must be able to seek, find and carry out various reforms in schools. The new idea is for example moving class. Moving class is changing the learning strategy from a fixed class pattern to a class field of study, so that each field of study has its own class, which is equipped with props and other tools.

The principal as a motivator. The most important role for improving teacher performance is motivation. The principal is expected to provide motivation to continue to develop insight and professional competence. Motivation aims to arouse the enthusiasm of teachers to carry out responsible assignments. Giving motivation can be done by providing support and rewards. Motivation can be grown through the creation of work discipline and school culture. The school principal seeks to create a culture of harmony, tolerance, justice, impartiality and transparency towards all issues through deliberation for consensus so that social jealousy does not arise (Soned et al, 2018). Because teacher performance not only influences competency qualifications but school culture also directly or indirectly plays a role in supporting the creation of good quality performance. Although the results of Bredeson's research (2000), in Qistyah & Karwanro, 2020 found little doubt that school principals exercise a significant influence on teacher professional development because school principals are busy and often burdened with administrative tasks in their daily work.

Progress or decline in the quality of learning in schools is influenced by the quality of the principal's role. Understanding the role of the principal also influences teacher performance and the quality of learning. That is, the principal pays more attention to the teacher for the activities carried out by providing directions that need to be carried out in order to generate inspiration and encourage maximizing the potential of the teacher by facilitating things that are needed by the teacher as an effort to improve teacher performance improvement through workshops so that teacher competence increases and develop quality so that performance as a professional teacher is realized.

Another indicator is the leadership itself, as the leader of the school principal is tasked with significantly influencing quality in achieving the specified goals, vision and mission. The principal as a leader is responsible for forming school plans, developing school organizations.

The role of the school principal aims to optimize resources, manage innovation and school development in order to create effective schools. The success of the principal in managing his school depends on the effectiveness of the principal's role. The characteristics and advantages possessed by schools must be able to reach the educational goals of mutual agreement. Therefore the principal must also have professional competence. The school principal needs to take action to change the structure and management of the school if needed in order to be able to keep up with the changes that occur and to design strategies so that quality increases. The ability to make changes is seen as a basic characteristic of an effective school leader. So the principal does not only impose responsibility on the teacher but synergizes together to realize school goals. All must participate to develop a vision and mission in facing the future era. Without efforts to improve teacher performance, the school's academic mission cannot be achieved.

Teacher performance is the real behavior of the teacher that can be observed in his duties as a subject teacher. The behavior of teachers in the field of study referred to is related to the implementation of teaching management and professional development tasks including activities: (1) being able to develop programs or practices, (2) being able to present teaching programs, (3) being able to carry out learning evaluations, (4) being able to carry out analysis of learning or practice evaluation results, (5) able to compile and implement improvement and enrichment programs, (6) able to make scientific papers/papers in the field of education, (7) able to develop curricula. These activities will be measured by a questionnaire conducted by the teacher or principal. Teacher performance has certain specifications. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by each teacher. In relation to teacher performance, the intended form of behavior is the teacher's activities in the learning process, namely how a teacher plans learning, carries out learning activities, and assesses learning outcomes.

According to Isjoni (2004), in (Dwikoranto 2018) explains that a teacher's performance measure can be seen from his sense of responsibility in carrying out the mandate, the profession he carries and the sense of moral responsibility on his shoulders. All of this will be seen in his obedience and loyalty in carrying out his teaching duties in the classroom and in his educational duties outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. In addition, the teacher has also considered the method to be used, including the learning tools/media to be used, as well as what assessment tools to use in the evaluation. It is further stated that teacher performance becomes optimal, when it is integrated with schooling components, whether it is the principal, teacher, employees or students. Therefore teacher performance will be good if the teacher has carried out the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other assignments, creativity in teaching implementation, collaboration with all school members, leadership that is a role model for students, good personality, honest and objective in guiding students, and responsibility for their duties.

From the description above, the role of school principal management in improving teacher performance is very important in the management of educational units. The following are some of the main roles that school principals can play: (1) Policy Development and Implementation: Principals are responsible for developing policies and procedures that support teacher performance improvement. This includes identifying areas for improvement, setting clear standards, and communicating expectations to teachers. (2) Monitoring and Evaluation: Principals must regularly monitor and evaluate teacher performance. This can be done through class observation, review of assignments and projects, as well as analysis of

student learning outcomes data. A good evaluation helps the principal identify individual strengths and weaknesses, as well as provide constructive feedback for improvement. (3) Professional Development: Principals must ensure that teachers have access to training and professional development according to their needs. This can involve providing relevant resources, workshops, seminars or training to enhance teachers' skills and knowledge. (4) Encouraging Collaboration and Collegiality: Principals must build a collaborative work culture among teachers. This can be achieved through an inclusive leadership approach, encouraging the exchange of ideas and best practices, and creating opportunities for teacher-to-teacher collaboration. (5) Managing Conflicts and Challenges: Principals must be able to manage conflicts between teachers, facilitate fair solutions, and provide support in dealing with challenges teachers may face. This can involve a supportive, listening, and helpful approach to problem solving. (6) Providing Rewards and Recognition: Principals should provide rewards and recognition to teachers who achieve good results or make positive contributions to teaching and learning. These awards can be in the form of public awards, incentives, or career development opportunities. (7) Building Relationships with Stakeholders: Principals must also maintain good relationships with all relevant stakeholders, including teachers, students, parents, and the community. Good collaboration with all parties will strengthen support for teacher performance and provide the support needed to improve the learning process.

CONCLUSION

Based on the description previously described, it can be concluded that the principal has a major role and responsibility in managing the school, providing guidance and coaching through management, assessment, supervision, and all activities carried out at school. The principal as an educational leader has a major role in managing the education unit. The role of school principal management in improving teacher performance is that the principal has an important role in building a positive work culture and motivating teachers to achieve their best performance. They can create an environment that supports, encourages, and rewards teachers who excel. Effective principal management involves regular monitoring and evaluation of teacher performance. By carrying out careful monitoring, school principals can identify individual strengths and weaknesses and provide constructive feedback to teachers for their self-development. Principals are also responsible for preparing and implementing professional development programs for teachers. They must ensure that teachers have access to the necessary training and resources to enhance their skills and knowledge in teaching, Principals need to establish effective communication with their teachers. This includes providing time for one-on-one discussions, team meetings, and forums that allow teachers to share experiences, get guidance, and overcome challenges. In addition, principals can act as intermediaries between teachers and other parties, such as parents or Government officials. They can communicate with various parties to fight for the interests of teachers and create a supportive environment for education. The role of school principal management is very important in improving teacher performance. By building a positive work culture, conducting regular monitoring and evaluation, providing training and professional development, creating effective communication, and acting as an intermediary between teachers and others, principals can provide the support needed to advance teacher performance and improve the quality of education overall. whole.

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