

Principal Leadership in Changing Teacher Performance at SMA Negeri 1 Donggo

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Abstract

This research is descriptive with a qualitative approach. This study uses observations, interviews, and documentation as data sources. Teachers and school administrators are the respondents in this survey. Coding, organization, and checks are used in data analysis. Meanwhile, diligence, triangulation, and thorough descriptions are used to ensure the results of the research. The purpose of this study is to find out how much and how well instructors work in fulfilling the assigned obligations and realizing their performance in accordance with the standards required by professional principals. The findings of the study show that: first, the principal of SMA Negeri 1 Donggo has used a leadership strategy that is quite good to improve teacher performance. However, there are still a number of areas that need to be improved to foster work discipline, foster positive attitudes and mentalities, and provide incentive allowances to teachers. This is evident from a number of sources, especially teacher performance. Second, problems with the principal's ability to influence teacher performance at SMA Negeri 1 Donggo, inadequate work ethic and low community involvement. Third, how the principal's actions have affected the performance of the instructors at SMA Negeri 1 Donggo, the environment at work, the reward for an honest and reliable approach. This cannot be separated from the planning of teacher performance change activities, the implementation of teacher performance change activities, directing teacher performance change activities, and evaluating teacher performance change activities.

Keywords: Leadership, Change, Teacher Performance

INTRODUCTION

The principal is a manager who manages every aspect of the school according to the philosophy of "teamwork", which consists of the following: feelings of unity, empathy, maturity, helping others, being orderly with others, and observing others (Donni Juni Priansah, 2017). This is so that teachers can work together to help students achieve their educational goals. . Moreover, to become one teacher, someone must be elected within a certain period; otherwise, new and experienced candidates must run for another election. This will foster a democratic environment in the school that will support the development of a favorable environment for quality production.

To realize teacher performance that meets expectations, a professional school principal is needed. The principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. Mulyasa said that in the new educational management paradigm, school principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators, motivators (Hary Susanto, 2012).

To get good performance, three categories of variables must be considered, according to Gibson as quoted by Ilyas. These categories are as follows: First, individual variables, which consist of abilities and skills, family background, social level, experience, age, ethnicity and gender; The second category is organizational variables, which include things like work design, structure, rewards, leadership, and resources. Third, psychological factors, such as motivation, perception, attitude and personality, Indrawati Yuliani (2006).

Based on the description of the importance of changes in teacher performance in educational institutions, strategic steps and efforts are needed to change the quality. However, the reality in the field is that the challenges faced by school principals are very complex, so far it appears that the majority of schools have not been managed adequately, to make improvements or professionalism efforts are generally still very low, especially problems related to teacher performance, namely pedagogical, personality, social and professional. According to observations (Mulyasa, E, 2002) that the crisis in

educational institutions that occurred actually stemmed from the low quality, ability and enthusiasm of human resources. Meanwhile, Malik Fajar (Malik Fajar, 2015) shows that issues surrounding credentials and academic quality are what hinder education from the teacher's perspective. The majority of educational institutions are still in a very worrying condition, especially those in rural or suburban areas. The number of teachers and students remains unbalanced, and the quality of teachers is generally lacking in teaching background. The situation is also not uniform, and teacher education credential requirements have not been met.

To answer the problem of teacher turnover in schools, it is important to develop suggestions and ideas regarding changes in teacher performance, so that school deficiencies related to the low quality of teacher resources do not remain and can be overcome quickly. According to Sudarsono (2016), strategy is a way of thinking that allows someone to achieve goals by choosing the best actions and modifying them to suit the available plans. Achieving the school's goals as outlined in its vision and goals is the goal of the chosen strategy. In order for the teacher's performance change plan to decide which tasks and priorities are necessary to achieve the stated goals.

RESEARCH METHOD

This research is qualitative research which aims to understand the phenomena experienced, including behavior, perceptions, motivations, actions, etc., holistically. This is done to describe phenomena through words and language, in certain natural contexts, and using various scientific methods. A qualitative approach is a methodical technique for investigation and understanding that looks at human problems and societal phenomena. According to this method, the researcher builds a complex image, looks closely at the words, provides an in-depth analysis of the respondents' opinions, and studies the actual environment (Creswell, JW, 1998). In other words, qualitative research aims to describe and analyze social phenomena, events,

activities, attitudes, beliefs, perceptions and ideas.

This study uses a case study methodology. Because the primary database contains field phenomena witnessed personally by researchers. The researcher's field study focused on the leadership styles of school principals and how they behave influence each component that functions as a benchmark for modifying teacher effectiveness at SMA Negeri 1 Donggo.

Considering that obtaining data is the main aim of the research, the data collection procedure is the most strategic stage of the process. Researchers will not get data that meets the established data standards if they do not understand data collection techniques (Sugiyono, 2016). Three data collection methods were used in this research: documentation, interviews, and observation.

RESULTS AND DISCUSSION

Principal Leadership Strategy in Change Teacher Performance

1. Building work discipline

One of the qualities of a good teacher is discipline. Discipline has a broad definition that includes not only the weight and accountability of teachers in face-to-face teaching in the classroom but also all other school activities, especially those related to the teacher's work. Discipline also plays a role in how teacher performance changes. Therefore, schools schedule pickets or intervals for teaching staff when there are free hours or teachers are not in class so as not to hinder growth of a sustainable Teacher.

The most important element in helping instructors to successfully achieve their educational goals is discipline. For an educator, discipline encompasses many things, it is not just about marking time for arriving and leaving class, it is also about participating in programs that improve student performance, and it is about acting appropriately and maintaining discipline while meeting established teaching goals. Therefore, a teacher's discipline needs to be taken seriously, especially during teaching.

This is consistent with what Mulyasa said, namely: "There is a close relationship between improving the work of the principal and various areas of school life such as school discipline, and school climate, (Mulyasa E, 2005). The principal prepares additional constructive activities or can assign or delegate to other instructors to produce efficient and enjoyable learning activities to anticipate teachers' lack of discipline in carrying out their obligations.

2. Build a positive attitude and mentality

To produce quality educational institutions, competent and professional school leaders and teachers at SMA Negeri 1 Donggo need to develop a positive attitude and mentality. Therefore, improving teacher quality requires a shift in teacher perspective, especially from a pessimistic and negative perspective towards the future of education. Therefore, it is the intention of educators to have a good attitude that does not conflict with their position and profession.

Teachers' sense of moral accountability and their obligation to fulfill professional duties can be used to evaluate their effectiveness. Their loyalty and lack of enthusiasm in carrying out their teaching responsibilities both inside and outside the classroom will show in all of this. This mindset will be accompanied by a sense of accountability for preparing all teaching materials before starting the learning process. It is equally important to consider the many approaches and techniques that will be used, such as the use of instructional materials and evaluation instruments in implementing learning assessments. (Muwahid Sulhan, 2013).

If the strategic efforts of the principal of SMA Negeri 1 Donggo as stated by Pak Makarau, M.Si, it becomes clear that the strategy to improve teacher performance and quality must be implemented through changing the teacher's mindset to fight pessimism about the future of education, such as the teacher's habit of looking for reasons for failure. is outside its scope. They prefer to place the responsibility on

unsatisfactory student conditions, poor building conditions, infrastructure deficiencies, and other problems. Additionally, teachers still struggle to accept change. They often put off doing tasks, make up justifications, and are easily satisfied with their accomplishments, which makes it difficult for them to make positive changes in their lives.

3. Give Incentive Allowances for Teachers

Well-being should be understood to include both non-material aspects that contribute to work happiness and material aspects (such as salary, benefits and physical work space). It is important to remember that teachers are educated individuals, which makes non-material well-being often important. In terms of modifying teacher performance, the leadership of SMA Negeri 1 Donggo really cares about the welfare of teachers and staff. This departs from the idea that teachers will function effectively if people pay allowances to all instructors and employees in the environment at SMA Negeri 1 Donggo.

Apart from that, it can be seen how the welfare activities of SMA Negeri 1 Donggo have influenced teacher performance. Efforts to improve the quality of educators, because those who are satisfied with their well-being will undoubtedly not consider anything else. Therefore, Tila'ar emphasized that improving the personal and professional quality of teachers and teacher welfare are closely related. At SMA Negeri 1 Donggo, welfare provisions are an act of appreciation for changes in teacher performance. Nawawi, on the other hand, defines rewards as an effort to promote a sense of acceptance (recognition) in the workplace, addressing remuneration issues and interaction problems between colleagues. Formal and informal assessments of individual performance results are carried out by managers. (Nawawi Hadari, 2005).

Surya believes that job happiness, which is closely related to teacher well-being, is a key component that is closely

related to teacher professional performance. The following elements support this satisfaction: opportunities for personal growth and development, the state of the work environment, interpersonal interactions, a sense of security, and appreciation of service (Mohamad Surya, 2004). Therefore, it is possible that organizations gradually lose top-level human resources if they do not pay attention to the salaries of teachers and staff.

The issue Principal leadership in changing teacher performance

Success is not always manifested in the efforts made to obtain it. Naturally, like successful people, it is closely related to the problems facing the mind. Likewise, teachers at SMA Negeri 1 Donggo who have undergone performance reform are included in the adequate sensitivity competency group. The use of information and communication technology in the teaching and learning process is the only aspect of pedagogical competence that is categorized well. Additional dimensions include: mastering student characteristics, mastering learning theories and principles, creating a curriculum for the subjects taught, organizing educational learning, helping students realize their various potentials, developing effective communication skills, showing empathy and politeness to all students, (Moehariono, 2009).

Compliance with religious, legal, social and cultural norms are all included in the personality competency factor. However, mediocre is enough in terms of integrity, high moral standards, leadership, stability, etc. Meanwhile, instructors generally scored well in the social skills category. Behavioral inclusion, objectivity, non-discrimination towards students, communication, and adaptation in the workplace are some examples. Teachers perform well in terms of using information and communication technology for self-improvement and communication in the domain of professional competence. It is proven that to be a successful school

principal, one must be able to assess the needs of the institution first, because planning determines the goals of the organization.

One of the challenges faced by school principals in their efforts to improve teacher performance is inability to supervise staff members effectively. Meanwhile, defining the school's vision and goals, overseeing teaching programs, and cultivating a supportive environment for fellow educators are three aspects of leadership, according to Hallinger & Murphy (1985). Thus, as a representation of the alignment or priority of their leadership to academics, school administrators who use leadership in leading schools employ these three characteristics (Hallinger P & Murphy J. Assessing, 1985). This is not obvious because leaders play an important role in educational institutions as they are crucial to the success of the school.

Implications of principal leadership in changes in teacher performance

1. Planning Teacher Performance Change Activities

Planning at SMA Negeri 1 Donggo is a preparation of what will be done in a scenario to achieve the expected goals, in written form. What will be done, what will be done, how, when and what are the estimated cost units, as well as what kind of results are expected. In general, good planning, according to Harold Koontz and Cyril O'Donnell, planning is a manager's function which is related to selecting goals, policies, procedures, programs from existing alternatives. According to Sukanto Reksodiprodjo, planning is determining everything before activities are carried out (Sukanto Reksodiprodjo, 1986). So planning is determining all the functions of a manager related to selecting goals, policies, procedures, programs from existing alternatives before carrying out activities.

From thought on Donggo 1 State High School must be able to produce graduates (outcomes) that meet the required competencies required to get to a higher

level. SMA Negeri 1 Donggo Both the learning process and classroom management need to be further improved. providing, creating, supervising, and implementing infrastructure, facilities, and other resources for education to be effective. To achieve the above, schools and stakeholders must collaborate. So, to achieve this, you need to create a school work plan that outlines all your goals. So that they fully understand the steps that need to be taken to fulfill their responsibilities and achieve the school's goals.

2. Organizing Teacher Performance Change Activities

The process of creating an organizational structure that suits the organization's goals, available resources, and its external environment is known as organizing. This principle has carried out its responsibilities and obligations as educational management within this company. Just like what the principal of SMA Negeri 1 Donggo has done, by assigning duties and responsibilities to each teacher. choose educators who have skills and competence in their scientific discipline.

Next, offer the instructors who are given responsibility an assignment letter in the form of a Decree (SK) so that they can work more in accordance with their respective job descriptions for the actions taken by the Principal of SMA Negeri 1 Donggo. According to Handoko in Husaini Ismail's comments, organizing is "determining the resources and activities needed to achieve the organization". According to George R. Terry (2006), organizing requires the following: (a) allocating authority among groups or organizational units; (b) assign tasks to management to organize groupings; and (c) divide the activity components required to achieve the goal into groups. This implies that the right people must be hired or placed in their area of expertise, or that the right people must have certain skills. To ensure that responsibilities are shared carefully,

professionals in various domains such as finance and administration are organized according to their respective fields.

3. Activity Direction Repair Teacher Performance

Good managerial guidance in schools, where a manager takes the lead in supervising employees to achieve predetermined goals is known as "directing". When someone uses their position or personal authority wisely, they want others to do the same for the long-term benefit of the organization. The ability to do the job right is the goal. Briefing functions as a facility or method for directing employees within the company by containing, basically, inspiring activities.

Providing guidance to subordinates is a means of educating them about the company and preparing them to work efficiently toward its goals. Activities aimed at adapting staff members are also included in directing; They can involve conveying knowledge about the history, policies, and goals of the organization as well as the relationships that exist between people and departments. (Terry, George R, 2006).

Likewise, the principal of Donggo 1 State High School, he set an exemplary example by applying high discipline and being active in carrying out his duties, especially teaching duties, helping to solve problems experienced by teachers and students. Can communicate well with subordinates and actively participate in activities carried out by students, for example during competition events representing SMA Negeri 1 Donggo, the principal must always provide joy for the teacher council as a whole, and vice versa, to be brave and welcome feedback and ideas from everyone. In other words, the principal must be open to hearing what his subordinates have to say, and his subordinates must be open to following directions.

4. Evaluate Activity Change Teacher Performance

A training program is considered successful when its participants experience a shift in their ability to perform tasks and a change in their behavior, which manifests in their attitude, work ethic, and discipline. The process of gathering information for assessment is what helps program developers aim to improve teacher effectiveness. The main purpose of evaluation is to inform the principal and school community about the development of the teacher work program, what needs to be improved, and what needs to be improved.

The steps taken at SMA Negeri 1 Donggo in carrying out training so that it runs successfully are analyzing the organization's training needs, determining the objectives and materials of the training program, determining the training methods and learning principles used, and evaluating the program.

CONCLUSION

Based on the findings and results of the discussion detailed in the previous chapter regarding the principal's leadership in changing teacher performance at SMA Negeri 1 Donggo, it can be concluded, among other things, 1) the improvement in teacher performance at SMA Negeri 1 Donggo is as follows: a) there is a culture of good work discipline b). Develop an optimistic outlook and way of thinking. c) Providing incentive allowances to teachers. 2) The principal at SMA Negeri 1 Donggo who is facing the following problems with teacher performance, more precisely as a leader, he must be able to act quickly and precisely, provide guidance and supervision, and increase the will and capacity of the education staff. 3) In terms of changes in teacher performance at SMA Negeri 1 Donggo, the principal has carried out activities including; a) have carried out activities to change teacher performance. b) has carried out organizing activities to change teacher performance. c) has directed teacher performance change activities. d) Evaluate teacher performance change activities.

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