

Principal's Managerial Competence in Improving Teachers Performance

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Abstract: The purpose of this research is to examine the program, strategy, and obstacle faced by the principal in improving the teachers' performance in the State Junior High School of Banda Aceh 1 and State Junior High School of Banda Aceh 13. This research uses the descriptive method with a qualitative approach. The techniques for collecting data used in this research are an interview, observation, and documentation. The subjects of this research are the principal, the vice principal, and teachers. The result shows that: (1) the principal program in improving the teachers' performance has been developed, but it is not in detail and well-planned. The programs are implemented by the principal to improve the teachers' performance; (2) the teacher performance improvement programs are done by applying the democratic leadership strategy; in the cooperation with teachers, the principal usually has discussion with teachers to find out the effective way to improve their performance in improving the learning process, the principal use persuasive approach to suggest the low performance teachers, strict behavior and character to improve their performance; and (3) the obstacles faced by the principal in improving the teachers' performance are: lack of budget for teacher's training out of the official duty hour, inactive teachers, and the training result which has not socialized yet.

Keywords: managerial competence, principal, teacher's performance

I. INTRODUCTION

All teachers are demanded to have active roles in doing their obligations as education workers in teaching the children of the nation. To their obligations well is actually a demand by the principal as the lead manager in an education institution. In improving teacher's performance, the principal can apply various methods and leadership style depending on the problems or personality faced by the principal. When the capability, willingness, and personality are at the good state then all efforts will affect positively to the institution.

In his capacity as the leaders of education institution, a principal is demanded to choose strategies or leadership styles which are suitable to be implemented by helping everyone with the professions as teachers to have better performance. The inappropriate implementation of strategies or leadership style done by the principal will affect negatively to institution development.

There are obstacles faced by the principal in improving teacher's performance. This can be ignored that the efforts in improving teachers performance will be disrupted and affect seriously the learning process quality. The purpose of this research is to examine the program, strategy, and obstacle faced by the principal in improving the teachers' performance at State Junior High School 1 and State Junior High School 13, Banda Aceh.

II. METHODS

The method used in this study is descriptive with a qualitative approach. Sugiyono (2013) states qualitative data is data with the form of words, sentences, body moves, face expression, chart, and

pictures. The subjects of this research are the principals, vice principal in the curriculum affairs, art and culture subject teachers, and students. The variable in this research is one independent variable which is managerial competence and one dependent variable which is teachers' performance.

Data collection techniques are observation, interview, and documentation. Sugiyono (2013) states data collection can be conducted in various settings, various sources, and various ways". When we look at the setting this research, it can be seen that the data were collected on the natural setting which are on the laboratory with the experiment method, at school to teachers and school administrative staff, at home to various respondents, in a seminar, discussion, on the streets and many else.

The collected data then and information from the previous related research were analyzed and interpreted from the beginning of the research until the end of the research by sticking to the theoretical frame related to the problems being studied. The data analysis in this qualitative research was conducted by grouping, referring, omitting the unimportant parts, data reduction, concluding the main topics (data display) and drawing conclusion (data verification).

III. RESULTS

This section explains the results of the study in accordance with the formulation of the problem and the data collected to answer research questions regarding school managerial competencies in improving teacher performance at State Junior High School 1 and State Junior High School 13, Banda Aceh. The results of this study can be systematically described as follows:

A. Principal Program in Improving Teachers Performance

Based on the results of the study, the principal's program in improving teacher performance is listed in the long, medium and short-term programs. It is realized that every leader of an educational institution, especially the principal has a work program that has been compiled and formulated at the beginning of the school year. The results of the interview with the school principal stated that: the principal program, both long, medium, short-term programs and annual programs are contained in school documents

The results of the interview with the head of Banda Aceh 1 State Junior High School explained that: in addition to the annual program, there is also a semester program, the activities include: new student administration, school principal work program, manpower administration, learning observation, Curriculum technical books, supervision of class visits, collaboration with committees, security and togetherness, administration of school supplies, class observation, school inventory administration, library administration, and package book administration.

Based on the results of the data display above, it shows that in the leadership of the principal to improve teacher performance, has compiled a written program, the program is not complete and not well detailed. However, the program prepared is still carried out as well as possible by the principal. As such, the principal has made an effort to improve the performance of teachers at State Junior High School 1 and State Junior High School 13, Banda Aceh.

The main task of the teacher is to carry out a quality learning process to improve student learning achievement. The teacher will work with enthusiasm if they have high work motivation, thus giving optimal results in improving the quality of learning. The results of interviews with the Deputy Head of the School of Curriculum and Deputy Principal of Student Affairs explained that in order to improve the performance of teachers the principal had made various positive efforts in the preparation of the school principal's work program.

The program that has been prepared is socialized to the teachers so that the teacher understands their respective basic tasks and functions in accordance with the regulations and expectations of the principal. The results of the study provide data that in improving teacher performance to develop learning implementation plans (RPP), implementing learning and evaluating the learning process and results of principals applying a democratic leadership style.

This is based on the information given by the informants (teachers) in the interview that the writer carried out. The principal gave the statement that to give encouragement to carry out the performance well, as the principal he always tried with an approach or means of giving advice at the flag ceremony on Monday. In addition, there are also those who give direct advice when examining their RPP, especially teachers who often do not make teaching preparations. In addition, teachers at State Junior High School 1,

Banda Aceh explained that in encouraging (motivating) teachers to carry out learning well, the principal also behaved as a colleague, because he considered the teacher council as a work partner who always had to strive for good communication.

The behavior of principals who are often sympathetic to teachers is also recognized by the teacher council at State Junior High School 1 Banda Aceh. The information above provides assertiveness that the principal adheres to a democratic leadership style in improving the work performance of teachers. This means that teachers can be given encouragement to carry out their duties by giving advice, warning or indeed already aware of their respective duties.

If the teacher can be motivated to carry out their duties by giving advice or suggestions at regular meetings such as Monday flag ceremonies, this indicates that the teacher already has a high awareness of the school. Furthermore, the Head of State Junior High School 1 Banda Aceh gave a statement that:

If in carrying out there are teachers who are less disciplined in fulfilling the conditions that have been established he will be firm in giving a warning or advice to the teacher? This is done because it is considered that the teacher has violated the applicable rules and needs to be given a warning in a more assertive way to uphold the discipline which is a joint commitment between the principal and the teacher council. Discipline enforcement is a program of the principal in an effort to realize teacher performance in a better direction.

The results of the interview above, illustrate that the principal is very concerned about the discipline of all teachers. Teachers who are less disciplined always ignore the task even though it has been told many times and they cannot be left because it will become a habit that is detrimental to the school. Furthermore, in an interview with the Head of State Junior High School 1 and State Junior High School 13, Banda Aceh., he explained that although at any time the principal gave a warning so that the teachers would carry out their duties in accordance with the established regulations, there were still teachers who ignored the warning for various reasons.

For example, in terms of making a plan for implementing learning, making a list of daily values, if giving homework to students is examined and given feedback. Teachers like that I scolded rather loudly because I thought that I had violated the rules. The above information shows that the head at State Junior High School 1 and State Junior High School 13, Banda Aceh in using strategies or leadership styles are not rigid. This means that if the teachers carry out their duties according to the rules, then to improve their performance is quite gentle.

But if the teacher often violates the rules or is not disciplined then to improve its performance must be done in a more assertive manner. This is the managerial competence of the school, so that all school programs relating to the implementation of discipline can be carried out properly by all school personnel, especially teachers at State Junior High School 1 and State Junior High School 13, Banda

Aceh. The results of the observations that the author did to the principal's program implementation efforts in improving teacher performance that the style that is often displayed by the principal is participatory style.

For example in a teacher meeting, the principal gives the opportunity to participate in talking problems to all teachers. Even the teachers who did not speak or ask questions at the principal meeting asked for their opinions specifically and seemed to force the teacher to participate in giving suggestions or opinions about the issues being discussed.

With regard to the fair treatment of principals against teachers, it was acknowledged by the teachers that: all teachers were seen as equal by the principal especially when there was a division of tasks at the end of each year. The teachers were silent during the meeting, because they felt that everything had been arranged just to run, so he did not speak because there were no problems. But when the opportunity for question and answer, the headmaster still asked the teacher who did not speak to talk to give opinions or suggestions.

One teacher gave a statement that our leaders (principals) were more open, because what was not pleasing to our hearts could be asked directly in meetings. Even if he met directly with the principal he was very open, except with the problems that had been determined and the teacher had often committed violations. If teachers who often violate the rules of the principal will reprimand in a rather harsh manner and request that all obligations must be completed. If you have been reprimanded once, then he will continue to monitor whether the teacher has done what was ordered until the teacher really did it.

The existence of additional information through observation and interviews in more depth can be concluded that the leadership style of the head at State Junior High School 1 and State Junior High School 13, Banda Aceh which often arises is situational leadership style. The leadership style that is used is very democratic but if the problem is already there the standard rules of the principal often act as an authoritarian leader. The goal is that the teacher performance improvement program will be well implemented at State Junior High School 1, Banda Aceh.

Looking at the leadership style in meetings with teachers and interviews with the teacher-teacher, it can be concluded that the leadership style applied by the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh moves from authoritarian to democratic style. That is, a leadership style that adapts to the conditions of the problem and the person at hand. This style is often referred to as a situational leadership strategy or style. By applying a situational leadership style means that the principal is not rigid in making policies and is not indecisive in taking action for the teacher who violates it. The results of the interview with the head of the Banda Aceh 1 Middle School were further informed that:

To improve the work performance of teachers, I as the principal also set targets that were joint

decisions. In various meetings, it always gives an overview of the results achieved this year, especially student graduation rates, and based on the results; the principal requested that teachers improve their performance in a better direction so that next year the number of graduations will increase.

Determination of targets is not a standard price, but is subject to discussion on how to improve again the following year. The school principal does not specify how much the student must graduate next year and how to achieve the target but only encourages the teacher to work better and next year's national exam results increase from the current year. A teacher gives information about the principal's efforts in motivating teachers to improve their performance that the principal does not give a benchmark about the number of student graduations, but provides information on the number of graduation years now and with a very good request for teachers to try to increase the number of graduations next year. All teachers are advised not only for teachers who teach UN subjects, because the problem of student graduation is now not only the UN scores seen but also the school exam scores. So the encouragement is given to all teachers so that their performance increases.

The teacher's expression as stated above concludes that in an effort to improve the performance of teachers under his leadership he uses a participatory democratic leadership style. That is, the principal does not force the teacher to work better by setting certain graduation rates but he invites the teacher to try to increase the number of graduations. Thus the name of the school is better in the eyes of the community, and this is the accountability of the principal to the community.

The head of State Junior High School 1 and State Junior High School 13, Banda Aceh in carrying out their duties as leaders are always friendly with the teacher, he considers the teacher as his work partner not just a subordinate. According to the principal the teacher is an ordinary human being who does not escape weaknesses and mistakes in daily activities. Giving reprimands, warnings, or encouragement to the teacher is one way to increase his work motivation as an indicator of his performance. The head of the school as the head of the institution has the authority to instruct the teacher to work better, but this should not be done but replaced with a way of giving advice. But if it has been reprimanded it still remains unchanged, then gives a rather loud reprimand but always tries to keep the teacher from feeling offended. For teachers who often lack enthusiasm, I set an example by telling them to see their eager friends, or teachers in other schools.

B. Principal Strategy in Improving Teachers Performance

Implementing the program requires certain strategies or methods that are considered capable of encouraging the teacher's enthusiasm and performance at State Junior High School 1 and State Junior High School 13, Banda Aceh. In order to

improve teacher performance, principals are obliged to increase teacher responsibility for educational success. The leadership style of the principal in increasing the responsibility of the teacher can determine which leadership style to use. The results showed that the principal in an effort to increase the responsibility of the teacher to implement the strategy with a democratic and situational leadership style. Teachers will feel that because the decision is shared, failure and success in realizing each teacher program is responsible.

The results of the interview with one of the teachers gave a statement that in school activities, all teachers were involved even if only at the initial planning stage, while the next was carried out by the officers or committee selected at the meeting. For example, in the matter of admitting new students, all teachers were invited to the committee formation meeting; after the committee was formed we who got the assignment would work. All teachers feel responsible for the success or failure of the committee, as well as the formation of the exam committee and others. The teacher feels valued even though in carrying out the activities not all teachers are involved.

Based on the information obtained from the teacher, it is clear that the principal's leadership style is democratic so that all teachers feel responsible for the activities carried out at school. Particularly activities aimed at improving teacher performance at State Junior High School 1 and State Junior High School 13, Banda Aceh. The school principal also gave a statement that every time there was a problem always held deliberations or held meetings with teachers so they did not feel left out in all school activities. In this way according to the principal the teacher will increase his sense of responsibility for all programs in the school. Conversely, if they are not involved in making decisions they feel abandoned and there will be an attitude of avoiding responsibility for the failure or success of the school program. Deliberation is a form of school managerial competence so that school programs relating to improving teacher performance run in accordance with the expectations and positive desires of all school components.

Another effort or strategy taken by the principal to improve teacher performance is to send the teacher to attend special education, workshops, or training. In the selection of teachers who have been given special assignments the principal also does not adhere to a full democratic strategy or leadership style, but also adheres to situational leadership. This was confirmed by the principal through his interview that teachers who has competence and is given the opportunity to learn more to improve his competence will likely increase his sense of responsibility in his field. Moreover, if he is given a special task in accordance with his expertise, the sense of responsibility must increase. For example a teacher who continues his education to the Masters level and after returning he is given an assignment that matches his expertise, he will be more responsible in carrying out his duties and his performance will also increase.

The principal in sending the teacher or allowing the teacher to take education to the S2 level adheres to situational leadership, namely not discussing with representatives or other teachers, but looking at the school situation. Which teacher can be permitted, but the principal is authoritarian in determining which teacher cannot be permitted because consideration will be disrupted by the learning process at school, especially at State Junior High School 1 Banda Aceh. One teacher gives the following information:

The leadership of the school principal in deciding the teacher who will continue their education is explained that the leadership of the school principal who is very selective in giving permission to the teacher to continue their education has been very good, because if all teachers who want school are permitted, the learning process at school will be disrupted. If the number of teachers for the field of study is sufficient, the principal still permits.

The information obtained through the interview with the teacher above gives clarity that the leadership of the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh in increasing teacher responsibility is by situational leadership style. There was a problem that occurred at school; he held a meeting with teachers to find the best solution. All teachers are given the opportunity to exchange their thoughts or views to solve these problems.

The high sense of responsibility of teachers for the implementation of school programs and principals requires the ability to determine and implement effective leadership. The sense of responsibility of the teacher in carrying out the task is the motivation between the results of the work and the school assignments and programs that have been predetermined. Responsibility in carrying out tasks can be seen from the use of time, readiness to complete all the tasks that are charged to him and the seriousness in carrying out teaching and learning activities. This is a good illustration of the performance of teachers in schools, especially at State Junior High School 1 and State Junior High School 13, Banda Aceh.

C. Obstacles Faced by the Principals and Their Follow-Up Attempts in Improving Teachers Performance

The results of the study indicate that there are several obstacles found by the principal in planning. The head of at State Junior High School 1 and State Junior High School 13, Banda Aceh said that the Annual Work Program Planning contained several sub- fields with general details, so far it had not been implemented optimally. The program did not go well, mainly due to limited budget available. One of the flagship programs for improving teacher performance is the teacher training program and the participation of teachers in the Subject Teachers' Meeting (MGMP), every year is always programmed, but sometimes it is not effective because of limited funds, such as for active teachers in ideally school MGMP activities budgeting transport funds for teachers, but these funds

sometimes cannot be given continuously. More than a few teachers participate in training or MGMP activities in one semester.

These constraints are the lack of availability of funds, teacher training outside official hours, there are still a small number of teachers who are not active and the results of upgrading have not been able to be socialized to their friends. This was also acknowledged by the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh that in fact the important factor for teachers participating in the training was their ability to apply knowledge or knowledge acquired to their friends in school. Thus, it can be concluded that there are still a small number of teachers at State Junior High School 1 and State Junior High School 13, Banda Aceh who have not been able to master the educational foundation. This also has an impact on its performance in implementing learning. Constraints faced by school principals in preparing teaching programs in this case the head of State Junior High School 1 and State Junior High School 13, Banda Aceh said there were many obstacles in developing the ability of teacher performance in developing teaching programs. The obstacle arises from teachers and principals.

Constraints on their teachers there is no desire to develop programs, they only use the program last year with a little revision. The constraints we faced, we were not able to properly examine the program of a number of teachers and there was almost no time for that. This illustrates that improving teacher performance has not been implemented well. Based on the results of interviews with teachers and school principals, they encountered obstacles in implementing the programs that had been prepared, especially programs that concerned with improving teacher performance. Thus, individually there are still teachers who have not been able to understand the program and implement good performance improvement programs.

Existing programs or those that are prepared are only to fulfill the administration as staff development data used by the principal in improving teacher performance. Constraints faced by the principal in carrying out supervision to foster teachers to improve their performance. The head of at State Junior High School 1 and State Junior High School 13, Banda Aceh said that:

There are still many tasks that must be carried out such as official meetings, financial problems, and school principal programs with school committees, meetings with student guardians, thus there is no time to supervise teachers in learning activities, so they cannot evaluate properly whether the teacher's performance improves or vice versa.

The interview results show that there are obstacles found in developing the ability of teachers to be able to carry out teaching programs. The head of at State Junior High School 1 and State Junior High School 13, Banda Aceh said that in developing teachers there were various obstacles, namely that there was no time to properly examine the learning plan that would be used by the teacher. Another

obstacle is that teachers pay less attention to creating the right learning climate, how to organize or design classrooms that are in accordance with the methods used, and in the management of good learning, such as the use of cooperative learning models.

One of the teachers at State Junior High School 13 Banda Aceh said about this obstacle that the principal rarely checks the teacher's program (Learning Plan) but only signs it. Not all teachers pay close attention to the classroom perhaps that is what the teacher arranged or expected. The results of upgrading are not affected but if we are asked we explain as best they can

IV. DISCUSSION

This section tries to discuss the research results presented above, by confirming with relevant theories so that the true meaning of the research can be found.

A. Principal Program in Improving Teachers Performance

The results showed that the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh prepared programs, including teacher performance improvement programs. The program is compiled in either long, medium and short term or annual programs. This program was prepared by involving school personnel, namely the principal and the teacher council. The results of the study revealed that in addition to the annual program, there is also a semester program, its activities include: new student administration, school principal work program, manpower administration, learning observation, curriculum technical books, supervision of class visits, cooperation with committees, security and togetherness, equipment administration school, class observation, school inventory administration, library administration, and textbook administration.

Administration of textbooks is one of the important things, because it deals directly with teacher performance. A complete textbook and in accordance with curriculum requirements, will determine the improvement of the quality of education. This is because the success of the learning process is directly related to textbooks or other learning resources for teachers and students. With regard to the importance of learning resources, Sanjaya (2012) describes the following:

Learning resources are everything that is around the learning environment that can be functionally used to help optimize learning outcomes. Optimization of learning outcomes can be seen not only from the results of learning (output) but also from the process of student interaction with various sources that can stimulate students to learn and accelerate understanding and mastery of the fields of knowledge they learn.

The quotation above gives an understanding of the importance of learning resources as an integral part of efforts to improve student learning outcomes. The results also showed that in the leadership of the principal to improve teacher performance, had compiled a written program, the program was not complete and not detailed. This condition caused the

program to be carried out as well as possible by the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh.

The quotation above gives an understanding of the importance of learning resources as an integral part of efforts to improve student learning outcomes. The results also show that it is realized that the main task of the teacher is to carry out a quality learning process in order to improve student learning achievement. The teacher will work passionately if they have high work motivation, thus giving optimal results in improving the quality of learning and teacher performance. In the leadership of school principals to improve teacher performance, have compiled a written program, the program prepared is incomplete and not detailed. This condition caused the program to be carried out as well as possible by the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh.

The results showed that in order to improve teacher performance, principals had made various positive efforts in the preparation of work programs. The program that has been compiled is then socialized to the teachers, so that the teacher understands the main duties and functions of each in accordance with the regulations and expectations of the principal. This illustrates that the principal as the head of an educational institution is very instrumental in improving the performance of other personnel. Danim and Suparno (2012) describe that the role of school principals to appear bigger has gained academic legitimacy. References relating to the need for schools are managed autonomously and principals as the main role takers have been written. Unfortunately, the power of the bureaucracy often causes blockages, so that creativity is constrained.

The results also provide an illustration that in improving teacher performance to develop learning implementation plans (RPP), implementing learning and evaluating learning processes and outcomes; principals implement a democratic leadership strategy. Likewise in encouraging teachers to carry out learning well, the principal also acts as a colleague, because he considers the teacher council as a work partner.

The results showed that the leadership applied by the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh in improving teacher performance in general was a democratic leadership strategy. In the face of low-performing teachers, principals use a semi-authoritarian leadership strategy. That is, to encourage teachers to work with high motivation at first the principal invited together and asked for opinions from all teachers on how to carry out the task with enthusiasm so that all school programs run effectively and efficiently.

The process of improving teacher performance the role of the principal as a leader is very important, because with the actions of the principal (recommendations, orders or reprimands) the teachers will work harder to achieve the goals. Leadership is an activity to influence people to achieve organizational goals. The role of the leader is very important because with all the attitudes and behavior, and the leadership

style that is displayed, people will do what they want from an organization.

The expert view stated above, implies that with the attitude and actions of the principal, the teachers will work more eagerly to carry out the learning process. The results also show that the leadership of principals in improving teacher performance also moves from a democratic style to a harder style. This happens when the headmaster is faced with a teacher whose enthusiasm or performance is low, both because of the character and because of external factors. The principal has the freedom to determine and implement a leadership strategy that is believed to be more appropriate in the situation at hand. The accuracy in choosing and implementing leadership strategies greatly determines its success in leading teachers. The principal can use a variety of leadership in carrying out its main duties and functions.

The results show that the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh have a good ability in choosing and implementing leadership strategies, where in the face of ordinary teachers he uses democratic leadership while facing teachers whose personality is rather harsh and his motivation is low varied leadership strategies. A leader who has wisdom in reading subordinate situations will always be ready to use different strategies in improving teacher performance. The use of different strategies, because humans are unique, which is different from one another.

Regarding the leadership style that can be used by school principals in their capacity as educational leaders, Danim (2011) stated that there are several leadership styles that can be applied to managing organizations / educational institutions, especially to improve the performance of teachers, namely:

1. Instructive style, which is a style characterized by one-way communication. Problem-solving and decision-making initiatives are solely carried out by leaders. Leader behavior gives more instruction than direction.
2. Consultation style, which is a style characterized by consultation. The leader still gives a lot of direction to the teachers but this also increases two-way communication. However, support is still being increased while controlling the decision remains with the principal.
3. Participatory style, namely the use of this style principals and subordinates exchange ideas in problem solving and decision making as held by subordinates.
4. Delegate style, that is the principal discusses all problems together with the teacher / subordinate so that an agreement is reached, and gives a wide opportunity for the teacher to assume responsibility in carrying out his duties

Based on the above quote, it is clear that the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh have a high ability in choosing a leadership strategy to improve teacher performance. He chose a leadership strategy that was in line with the conditions faced, namely the

situational leadership style. Differences in attitudes and personality of teachers must be followed by not using the same leadership strategy in fostering them, especially to improve the performance of teachers.

B. Principal Strategy in Improving Teachers Performance

The results of the study show that to increase responsibility for the tasks that have been charged to him, the principal is very strict. This assertiveness is a description of the strategy that must be implemented by the school principal so that the school program is in accordance with the vision and mission that has been formulated at State Junior High School 1 and State Junior High School 13, Banda Aceh

The school principal divides the tasks for all teachers in a democratic and open manner and then calls on all teachers to carry out the tasks entrusted to them as well as possible. The responsibility of the teacher in carrying out the task is certainly different. Some teachers feel dissatisfied if they have not carried out their duties properly, on the contrary there are teachers who, in carrying out their tasks, are finished.

The leadership of the principal appears at first to be democratic, but if there are teachers who do not carry out their duties with full responsibility the headmaster admonishes with an authoritarian leadership strategy. The school principal always supervises and provides guidance for teachers who do not carry out their duties properly.

The principal in order to improve teacher performance is always democratic because with democratic leadership the teacher feels he is not made like a worker who is only governed by superiors. In carrying out its leadership role, democratic leaders believe that people tend to prefer to be directed, to be workers who are determined by procedures and problem solving rather than having to take responsibility themselves for all actions and decisions taken. Therefore, subordinates in a democratic climate are not suitable to be given the responsibility of designing their work in initiative or work that demands initiative.

Based on the above quote, it shows that principals who implement democratic leadership are more favored by subordinates, as practiced by the head of State Junior High School 1 Banda Aceh. The principal also adheres to a delegate leadership strategy which means giving the teacher considerable opportunity and authority to complete it. By giving teachers great opportunities and authority, the teacher's sense of responsibility to complete the task is higher.

There are teachers who cannot carry out their duties properly if they are not given the opportunity and broad authority to carry out their duties independently in accordance with their respective fields of study. This, including in the appointment of teachers to attend upgrading or to the school, is to give more to the teachers in the field of study, not to be determined by the principal. This method will certainly increase the teacher's responsibility in the area of his duties. Danim (2011) said that there are

several leadership styles that can be applied to manage organizations / educational institutions, especially to increase teacher responsibility, namely:

The delegate style, namely the principal discusses all the problems together with the teacher / subordinate so that an agreement is reached, and provides wide opportunities for teachers to assume responsibility in carrying out their duties. The principal does not use coercion on the teacher.

Based on some of the information above, it turns out that the heads of at State Junior High School 1 and State Junior High School 13, Banda Aceh tend to use situational style in improving teacher performance in carrying out their duties. This shows that the principal has been able to implement a very effective leadership strategy to improve teacher performance in completing tasks on time and in accordance with the provisions.

The results also show that principals also provide advice, guidance and direction in order to increase the teacher's commitment in carrying out their duties. It is not uncommon for principals to give reprimands to teachers who are less committed in completing tasks and they do not feel burdened by not completing the tasks that are their authority. But if many teachers begin to ignore their obligations, the principal will be harsh with an authoritarian leadership strategy.

To improve teacher performance, the school principal also developed a pleasant school climate, including the leadership strategy adopted more towards consultative and participatory styles. Teacher commitment does not increase automatically, but is influenced by a number of factors such as appreciation, organizational climate, and welfare and so on. This was confirmed by Wahjosumidjo (2010) who said that commitments in work both individuals, groups and organizations are influenced by the work environment and colleagues.

The work environment and friends work is an aspect that greatly affects a person's emotional elements, so that in carrying out his daily tasks, a person's professionalism can grow if supported by co-workers who are compact and in line in carrying out their duties. Work commitment is strongly supported by co-workers who remind each other and help each other so that a sense of togetherness and support in the work will be established.

One of the other factors that influence the teacher's work commitment is the comfort and security factor in working. The results showed that the leadership style of the principal in an effort to improve teacher work commitment was in a participatory and consultative leadership style to strive for the availability of all the facilities and media needed by the teacher. That is, the principal always discusses the needs of teachers in carrying out the learning process, especially textbooks and other media.

The results showed that the principal in improving the performance and work discipline of the teachers implemented a democratic and participatory leadership strategy. In addition, the principal showed

exemplary discipline in school. Discipline in the matter of attendance to school, the principal before the learning hours begin is already in school and immediately checks the preparation of teachers and students to begin learning. This effort is a step to realize an optimal learning process.

Work discipline is a mental and emotional reaction from someone to their work. If a leader wants to improve subordinate work discipline, then he must pay attention to the welfare of his subordinates in terms of work needs and comfort. By displaying an example in discipline to the teacher means the principal has guided the teacher in the formation of the behavior and attitudes of the teacher to respect each other among teachers. There are several things that are important to be considered by the school principal if you want to improve teacher discipline. This explained by Mulyasa (2011) as follows:

There are several things that must be considered by the principal in improving teacher discipline, namely: (1) helping teachers develop their behavior patterns; (2) assisting teachers in improving their behavior standards; and (3) using the implementation of rules as a tool. He further said that the importance of teacher discipline to add: (1) respect for authority; (2) efforts to plant cooperation; (3) the need to organize; and (4) respect for others.

The information above, explains that the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh have implemented leadership strategies with exemplary patterns to improve teacher performance. If there are teachers who often come to school too late, apply harder leadership, that is, directly reprimand the teacher concerned, attend attendance, and supervise each class. This means that the leadership applied by the principal is quite effective so that the discipline of the teacher can truly be controlled and given reprimand so that it is not repeated again in the following days. By upholding discipline, the teacher's performance can be carried out in accordance with the desired expectations. This is in accordance with the instruction of the Minister of Education and Culture of the Republic of Indonesia Number 14 / V / 2006 as follows:

1. Every teacher must come and be at school every working day.
2. Every teacher must be responsible for the tasks and lessons that are charged to him and conduct regular lesson evaluations.
3. Every teacher is obliged to support and form a business to develop the school business
4. Every teacher must obey and discipline and how to carry out the tasks assigned to him.

The quote above, explains that the problem of work discipline in an institution is a rule and order or ways that must be obeyed by each teacher in carrying out their duties. A good teacher is able to run work discipline at school, so learning activities run smoothly. Based on the description above, it can be concluded that the head of at State Junior High School 1 and State Junior High School 13, Banda Aceh have used and implemented leadership programs that are

very effective in improving teacher performance and have provided good adherence to teachers under their leadership.

All styles used to improve teacher performance indicate that principals have very high leadership abilities. This is also seen in the performance of teachers who are classified as professionals and obey the provisions of the prevailing laws. The views presented above, namely to anticipate that discipline continues to run effectively, there are several steps that need to be known by a school principal, Mulyasa (2011), among others:

1. The teacher knows the rules of the game and understands them well.
2. The principal applies the problem-solving approach to discipline rather than a punitive approach.
3. Disciplinary action is taken as soon as possible.
4. Disciplinary action is carried out fairly and fairly.
5. Follow-up.

Based on the above information, it can be concluded that the head of Banda Aceh have used effective leadership styles to improve teacher performance. This means that principals have the ability, skills and broad insight in the implementation of leadership so that teacher performance can be significantly improved.

C. Obstacles Faced by the Principals and Their Follow-Up Attempts in Improving Teachers Performance

The results of data processing indicate that there are several obstacles encountered by the principal in planning, that the Annual Work Program Planning in which there are several sub-fields with general details, so far has not been implemented optimally. The program did not go well, mainly due to budget constraints available at State Junior High School 1 and State Junior High School 13, Banda Aceh. One of the flagship programs for improving teacher performance is the teacher training program and the participation of teachers in the Subject Teachers' Meeting (MGMP), every year is always programmed, but not effective because of the limited transportation funds for teachers. More than a few teachers participate in training or MGMP activities in one semester.

Constraints found by principals in fostering teachers in the mastery of educational grounds and implementation of performance improvement programs, lack of availability of funds for teacher training outside official hours, there are still a small number of inactive teachers and the results of upgrading have not been able to impact on their friends. This illustrates that a small number of teachers at State Junior High School 1 and State Junior High School 13, Banda Aceh have not been able to master the educational foundation, thus impacting their performance in implementing learning. Teachers, who are not able to master the educational foundation, will experience obstacles in teaching and guiding students. There are three important aspects that must continue

to be developed by the school, namely: professionalism, career coaching and welfare. This is in line with the opinion of Hadith and Nurhayati (2012) as follows:

Professional teachers must always be creative and productive in carrying out educational innovations to improve the quality of education. However, to prepare innovative teachers is very difficult, if it is associated with a welfare system for teachers in Indonesia that is far from adequate. To improve teacher professionalism in educational institutions, increasing work motivation, work performance or productivity, and providing various types of professional training and education to teachers is very necessary.

In line with the above quote, it can be understood that the process for producing quality human resources for teachers, one of which is through professional training and education. To increase human resources must be through: screening, appointment, placement, introduction to the work environment and career development. The obstacle arises from teachers and principals.

Constraints on their teachers there is no desire to develop programs, they only use the program last year with a little revision. The constraints we faced, we were not able to properly examine the program of a number of teachers and there was almost no time for that. This illustrates that improving teacher performance has not been implemented well.

The headmaster encounters problems in implementing the programs that have been prepared, especially programs that are concerned with improving teacher performance. Thus, individually the teacher has not been able to develop the program and implement a program to improve performance well. The obstacle arises from teachers and principals.

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The headmaster encounters problems in implementing the programs that have been prepared, especially programs that are concerned with improving teacher performance. Thus, individually the teacher has not been able to develop the program and implement a program to improve performance well. The constraints experienced were that the principal had no time to supervise the teachers in the improvement and coaching activities in improving teacher performance.

The reason for not having time for school principals is because time is more used for other tasks, namely official meetings, financial problems, and school work programs with school committees / parents. The task of the school principal to supervise the teachers was delegated to the vice principal and senior teachers. They supervise by using teacher observation sheets in learning activities, but do not

make improvements and guidance to teachers more optimally.

Sudjana (2011) describes that to be able to determine whether the goals of education and teaching are achieved or not, an effort or action of evaluation or evaluation needs to be carried out. Evaluation or evaluation is basically to give consideration or value based on certain criteria. The learning process is a process that has a purpose. These objectives are stated in the formulation of behavior expected by students after completing their learning experience.

Teacher supervision in learning activities aims to improve and foster teachers' abilities and skills as one of the teacher's performance. The principal does not have time to implement it, because it is confiscated for other assignments. Supervision is carried out by vice principals and senior teachers, but there is no improvement and guidance.

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V. CONCLUSION

The principal programs as the effort to improve teacher's performances have been planned and arranged in every year around. However, they are not in detail and correct yet. The planned programs are conducted anyway, with an optimal effort, by the principal in order to improve the motivation and work ethics of the teachers.

The implementation of planned program in improving teachers work performance is by applying the democratic strategy in leadership. In facing the teachers, the principal is open up to discussion with the teachers, so that there will be the effective way in improving teachers performance in order to develop the teaching- learning to be better.

The obstacle faced by the principal in improving teachers performance are actually the lack of budgeting for financing teachers to take trainings out of their working hours. Besides the knowledge the teachers accepted in the training are not transferred completely among the colleagues in the school.

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