

School Leadership Strategy in Enhancing Teacher Performance in SMK Kesehatan Pelita Insani Prabumulih

Elvi Hidayati^{1*)}, Happy Fitria², Rohana²

¹SMA Negeri Prabumulih, South of Sumatra, Indonesia

²Universitas PGRI Palembang, Indonesia

*Corresponding author. Email: elvihidayatimp3@gmail.com

ABSTRACT

Leadership plays a strategic role in achieving the vision, purpose, goals and objectives of the company. The role of the principal in schools is very critical in improving all aspects that will result in the quality of the teaching and learning process and the results of the process. One factor is the success of the teacher. This study will address the key leadership strategy for enhancing teacher efficiency. The data collection methods used were interviews, observation and documentation research. The data analysis methodology used is data reduction, data presentation and conclusion drawing. The triangulation of this study is the result of field observations made by researchers at SMK Kesehatan Pelita Insani Prabumulih. The results of the triangulation reflect the inference that enhancing the performance of teachers can be accomplished with the right approach of principal leadership.

Keywords: Strategy, School Leadership, Teacher Performance

1. INTRODUCTION

Training is one of the most significant factors of human life. Good education can build capacity, increase moral, intellectual and social intelligence, and become a good and responsible citizen. Education is one of the most critical and strategic aspects for the growth and improvement of development in all fields.

Health is a science field that continues to innovate from time to time. The health sector has had a great deal of impact from the commercial, science and technology sectors. There is no question that the growth of the health sector requires skilled workers with trained skills.

One of the principal's attempts to increase the performance of schools is to provide instruction to teachers. This instruction is carried out in such a way that teachers carry out their duties frankly, professionally, effectively and efficiently.

According to Syaifi [1] high teacher performance is a manifestation of the quality of the teacher. This is very important to achieve the objectives of the school. Teacher efficiency would be optimal if it is incorporated with the school elements, whether they are the principal or students [2].

High performance ensures that teachers will actually work as educators that are efficient and effective in keeping with the organizational objectives that they want to accomplish. Qualified teachers can also produce quality students [3].

The implementation of the Principal in the performance of its leadership duties, in particular in the context of efforts to enhance the performance of teachers, can be enforced by the Principal in a variety of leadership strategies based on the challenges and teachers to be met. Headmaster as chief has the power and policies to enhance the quality of education [4]. The ability, will, and personality of a teacher is not going to be the same from one teacher to another. This disparity would directly impact the performance of teachers in the day-to-day performance of their duties in an educational institution.

Various attempts have been made to enhance the performance of teachers, namely through the Subject Teachers' Deliberative Forum (MGMP), the Teachers' Working Group (KKG), a harmonious climate, a favorable working atmosphere, discipline, reward and punishment, and the provision of different learning opportunities and preparation for others, both in their respective fields of research. Teachers need to find

learning strategies so that students are fully engaged in the learning process [5].

The educational process is a public process[6]. The standard setting of the educational process is a very critical and strategic strategy for equity and enhancing the quality of education. Through the principles of the education process, each teacher and/or school manager will decide how the learning process should take place. Achieving the level of achievement of the educational process by professional development and improvement of teachers as well as maximizing the role of teachers in the learning process.

The principal, as a leader, must have a positive personality, understand the conditions of teachers and other education employees, have short-and long-term programs and visionaries, be able to make correct and wise decisions and be able to interact well with all school stakeholders. The Principal has the power and policies to raise the quality of education as a leader[7]. The school will be able to achieve its vision, mission and objectives if all the school components are able to perform their respective roles. The same is true of the position of school principal.

The goal of this study was to clarify the principal's leadership strategy for improving teacher performance at SMAN 3 Dusun Selatan, and to mention the obstacles to the principal's leadership strategy for improving teacher performance at SMAN 3 Dusun Selatan.

Describe how to resolve the limitations of the Principal's leadership strategy to boost teacher efficiency at SMAN 3 Dusun Selatan.

The literature review used to evaluate the findings of this report, namely the Principal Strategy and Leadership and Teacher Performance and the Principal Strategy for Enhancing Teacher Performance. The tool used in this study is descriptive analysis using a qualitative approach, data collection methods with observational levels, interviews and documentation. The results of the report, the Principal's Leadership Strategy in Enhancing Teacher Efficiency at SMAN 3 Dusun Selatan by increasing discipline, providing inspiration, serving as a role model for teachers and teaching staff, and conducting supervision.

Constraints that occur in the Principal Leadership Strategy to Improve Teacher Performance at SMAN 3 Dusun Selatan, some teachers are late to school, leave earlier than the period allotted to the completion of the school teaching and learning process, are not motivated to improve performance, do not respond to exemplary leadership and supervision in SMAN 3 is introduced only once a year, lacks a school. The manner in which the school principal overcomes barriers to enhancing teacher efficiency at SMAN 3 Dusun Selatan is to improve discipline, provide encouragement for the creation of human capital, supervise once a quarter and

collaborate with related parties to complete the learning infrastructure.

In Mardalena et al's[8] study entitled 'The Impact of Academic Supervision and Competence shows that 1) there is an effect of academic supervision on the performance of teachers with a score of 9,815 and a score of 1,987, 2) there is an effect of academic supervision on the performance of teachers with a score of 3,015 and a ttable value of 1,987, 3) there is an effect of academic supervision.

Based on the description above, there are gaps with researchers that are linked to teacher competence in increasing discipline and obligation since trained workers work in other agencies. As for the parallels with the related research alluded to above, both research on the Principal's plan to boost school performance through the enhancement of teachers, facilities and community empowerment.

2. METHODS

Scientific method is a deciding factor in the quality of the writing of research [9]. This research is in the form of qualitative research carried out at the SMK Kesehatan Pelita Insani Prabumulih between September and December 2020. The data collection techniques used in this study were as follows: 1) primary data sources are extracted from field experiments, i.e. the method of gathering knowledge and evidence directly on the research subject; 2) secondary data sources are collected by literature/literature research, i.e. secondary data collection methods, through researching books or written materials relevant to the subject to be studied. Qualitative data analysis while in the field according to Miles and Huberman in Sugiyono [10] was carried out interactively and continued continuously until the data was saturated. Data review operations, including data reduction, data show and conclusion drawing/verification. This data analysis was carried out in order to provide significance to the data collected in the field.

Validity testing in qualitative research requires reputation (internal validity), defense (reliability), transferability (external validity) and confirmability (objectivity) measures.

3. RESULTS AND DISCUSSION

The study starts with observations in the school setting. The researcher was invited by the Principal, Mr. Muhamad Hafis, S.HI., M.H. Deputy Head of Curriculum, Mr. Iqbal Habiby, S.Pd, and Deputy Head of Infrastructure, Mr. Ardy Cahaya Ramadhan, S.Pd., with the assistance of the Deputy Principal of the School for Infrastructure, Mr. Ardy Cahaya Ramadhan, S.Pd.

Facilities and infrastructure that support both normal and pandemic situation learning.

In addition, the professor, along with the vice-principal, reviewed the documents related to the study carried out. The documents collected by the researchers included: school profiles, sets of teaching resources for teaching administration, reports on extra-curricular implementation, reports on academic supervision activities of school principals supported by supervisors from the Prabumulih City Education Office, and other documents. From the delivery of the vice-principal in the field of curricula, the author knows that the SMK Kesehatan Pelita Insani Prabumulih already has a strong administrative structure. All records are carefully stored in accordance with the fields of General Affairs, Education, Facilities, Staffing, Student Affairs and Finance.

In addition, the author made findings in the classroom of the teacher. Teachers teach according to lesson schedules planned with modifications to the Covid-19 pandemic. In addition to the status of Prabumulih City in the green zone and receiving permission from the Governor and the Regent to perform face-to-face learning using AKB (adapting new habits) and to introduce 3M (wearing masks, washing hands and holding distances), SMK Kesehatan Pelita Insani Prabumulih has introduced face-to-face learning.

On the second day at SMK Kesehatan Pelita Insani Prabumulih, the author began questioning the principal. Mr. Muhamad Hafis, S.H.I., M.H. The interview took place in the main office in a friendly and relaxed atmosphere. Previously, he called for time to look at the material/interview questions. So, the interview took place smoothly. Of the 15 questions in the list of interview questions, the author noted that almost all questions had been answered by Mr. Muhamad Hafis, S.H., M.H. It's simple and straightforward. The results showed that the responses generated by the report, both the principal and the professors who were subjects of study, were consistent and had good results and were consistent with the emphasis and research questions.

The Principal has performed well and proportionately in his role and function as EMASLIM (Educator, Boss, Counselor, Supervisor, Leader, Innovator, and Motivator). As the principal manager of the SMK Kesehatan Pelita Insani Prabumulih, Prabumulih handled and guided all the strengths of the SMK Kesehatan Pelita Insani Prabumulih to move forward in a harmonious manner.

With a clear understanding of the strategy, Mr. Muhamad Hafis, S.H.I., M.H., has been very active in implementing the SMK Pelita Insani Prabumulih Health Principal Strategy Program. During the interview with the Principal, the researcher found that his enthusiasm for learning was very high in understanding the various

policies initiated by the Government, especially in the field of education, such as the Principal Strategy Programme. The results of interviews with school principals, among others, showed that activities to enhance the standard of education staff and educators were carried out in a planned and scheduled manner through seminars and in-house training, which included the Prabumulih City Education Office and the Provincial Education Office and other relevant institutions.

The results of the findings, interviews and analysis of the documents collected by the researchers indicate that the Principal Strategy Program was well implemented at the SMK Kesehatan Pelita Insani Prabumulih. The study focuses on 3 (three) things, namely: the learning process, the freedom and engagement of the teacher and the leadership of the principal, and the researcher has found that the learning process has been well implemented. Teachers are granted the freedom to experiment and to carry out innovative learning, and the principal has performed well the role of the Gold Environment.

4. CONCLUSION

On the basis of the results of research and discussion, the following conclusions can be drawn: (1) teacher efficiency can be enhanced with a variety of techniques introduced by the Principal. Teacher success involves factors related to teachers' ability to prepare, execute and assess learning outcomes. Teacher success also involves elements of the mastery of information and communication technologies for teachers and the ability to master digital literacy. In the case of a pandemic and embracing the launch of learning in 2021, teachers must be able to elaborate on all online learning channels and prepare for the evaluation of competencies as a replacement for exams, and (2) the Principal has a role and expertise that is very significant in enhancing the performance of teachers. The Principal of the SMK Kesehatan Pelita Insani Prabumulih has played a very important role in improving teacher performance by performing the roles of Instructor, Operator, Counselor, Supervisor, Leader, Innovator and Motivator. As a motivator, the steps taken by the Principal have succeeded in motivating all teachers and educational staff to enhance their performance in carrying out their duties and responsibilities in order to improve the standard of education at SMK Kesehatan Pelita Insani Prabumulih.

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