

The Role of the School Principal in Improving the Teachers' Performance

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ABSTRACT

The research problem in this study is how the role of the principal in improving teachers' performance at SD Negeri 142 Ogan Komering Ulu. The purpose of this study was to describe the role of the principal in improving teachers' performance at SD Negeri 142 Ogan Komering Ulu. This research was qualitative research, which is a type of research that used descriptive data with a written description obtained from interviews or behavioral observations. The results of this study indicated that the teachers' performance at SD Negeri 142 Ogan Komering Ulu was generally good, where teachers could design learning activities, implement learning strategies and models, and use learning media during the teaching and learning process in the classroom. Moreover, teachers had good classroom management skills, which was shown from the supportive classroom condition during the learning process. Finally, teachers also had adequate skills in the area of assessment. From the indicators above, as well as the reference from the Principal of SD Negeri 142, it can be concluded that the performance of teachers at SD Negeri 142 Ogan Komering Ulu is quite good. However, they still need guidance and direction from the principal for much better overall performance in the future. The principal played a very good role in improving teachers' performance at SD Negeri 142, which resulted in good achievements made by the teachers.

Keywords: Role, Principal, Teacher Performance.

1. INTRODUCTION

From the research conducted by [1], it was revealed that one of the problems of education in Indonesia is the low quality of education at each level and educational unit, especially in primary and secondary education levels. The low quality of education can be indicated by the various indicators which inform that there has not been significant improvement in education.

[2] found out in her research that there are obstacles experienced by elementary school teachers in Biak Numfor Regency. Those are as follows: 1) the difficulties in preparing for carrying out learning, 2) the difficulties of teachers in planning the teaching using methods and media, 3) difficulties in the assessment conducted by teachers. Those barriers have become a serious problem that influences teachers' performance because making preparation, planning, and evaluation are fundamental activities in the teaching and learning process. One of the problems of education in Indonesia is the low quality of education at every level and educational unit, especially at primary and secondary levels. The low quality of education is shown from various indicators which demonstrate that the quality of education has not improved significantly.

Education is a continuous process that guides human beings to maturity in many aspects, to the ability to acquire knowledge, to develop abilities or skills, to change attitudes, and improve themselves in many areas, such as in the field of knowledge, skills, as well as understanding the process of achieving the maturity and the ability to decide something as bad or good. As stated by [3], the quality of the education is determined by two aspects: 1) the quality of its components, and 2) the quality of its management. Education has a very strategic role because education influences the quality of Human Resources (HR).

The success in achieving the objective of education also depends on the skills and the policies made by the principal in leading the school. The principal or headmaster is a professional position in the school organization whose main responsibilities are managing all school resources and making good collaboration with teachers, staff, and other members, and educates students to achieve goals in education. The principal of the school has an important role in the development of the school to carry out responsibilities and roles based on the competencies.

In their academic journal, [4] revealed how the school principal's leadership style influences teachers' performance. As a leader in an educational institution, the school principal should have a creative mind, because the improvement of teachers' performance depends highly on the quality of the principal's leadership. [5] stated that the leadership of the principal is effective when the following situations are achieved: 1) The collective goal of school as an organization with a system of cooperation patterned by the arrangement and task development. 2) The fulfillment of the personal needs of school members, especially teachers. As the school leader, the principal has a task at hand in the area of planning decision-making.

The teacher is the starting point of educational development on a global scale. In Indonesia, the role of teachers as professional occupations has not received adequate support in educational policies and programs. The participation of the teachers concerning the quality of education at least can be seen from four dimensions, namely the teacher as a person, the teacher as a family member, the teacher as an educational personal, and the teacher as a community member.

[6] stated that "teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students in early age education, formal education, basic education, and secondary education." The factors influencing the quality of the education of a school determined by the dynamic elements that exist in the school and the environment as a system. One of the existing elements is teachers, who become the main actor in the implementation of education at the institutional and instructional levels.

According to [7], teachers' performance can be identified and measured based on the specifications/competency criteria to be possessed by all teachers, such as pedagogical competence, professional competence, and personality and social competencies. [8] insisted that the school principal is a manager who organizes all school resources using the principle of "teamwork" using the concept of togetherness, having sympathy, helpful to each other, having maturity, caring for each other, and having mutual respect.

According to [9], a good and professional teachers' performance in implementing the curriculum in learning activities has the following characteristics: (a) the design of learning plans, (b) implementation of learning and, (c) assessment of the students' learning outcomes. Lesson plan (RPP) designed by the teacher has several functions, such as a. to determine the objectives of learning activities, b. to describe the content, meaning, and purpose of learning activities, c. to describe the methods used to achieve the learning objectives

and d. to measure the rate of success of the previous learning goals and the plan for the goals that have not been achieved.

Teacher performance consists of several aspects, such as learning and teaching plan, implementation of the learning process, and assessment or evaluation. Teachers are considered as having a high level of professional performance if they can implement the three aspects optimally and consistently.

[10] revealed that the managerial competence of the school principal towards teachers' work satisfaction was 54.8%; the influence of the school climate on teachers' work satisfaction was 44.2%, and the influence of principal's managerial competence and school climate on teachers' work satisfaction was 65%. The results show that the role of the school principal is highly influential to the satisfaction of teachers' work as it provides support for the teachers to perform well.

In improving the quality of education, collaborative teamwork between the principal and the staff members at the school is needed. As the leader at school with professional educational management skills, a school principal is expected to have the ability to formulate effective school programs, create a conducive school climate, build work performance, monitor and evaluate teachers' daily activities and guide teachers in carrying out the teaching activities.

In implementing the teaching responsibility, teachers have different approaches and styles. This was confirmed in research conducted by [11] who stated that when researching SMP Negeri 3 Peterongan Darul Ulum Jombang and SMP Islam Baitul Izzah Nganjuk, it was concluded that the role of the principal as an educator, manager, administrator, and a supervisor was aimed at improving the quality of education. In both of these institutions, the school principals performed their function as the leaders at the school optimally. Finally, through clear planning, optimum implementation, flexible administration, and good supervision, the equally high-quality teachers and students will achieve good outcomes.

[12] stated that the principal as an educator must also pay attention to two main matters. The first is the goal, and the second is the way to carry out a principal role as an educator. According to [13], the principal of the school has more power to make decisions related to education policy at the institutional level. It is stated in [14] regarding the standard of the school principal in support to [15], that the school principals who carrying out duties and responsibilities as an education leader must possess qualifications, both general and specific qualifications. Among the general qualifications that are required to the school principal including 1) Having a bachelor's (S1) or Four (IV)

educational or non-educational qualification at an accredited tertiary institution. 2) At the time of appointment, the age is not older than 56 years. 3) Having teaching experience for at least 5 (five) years according to their respective school levels.

According to [16], the school principal is teacher-trusted to hold additional tasks and responsibilities to lead the school. Although other teachers also have additional tasks, the principal of the School is the person with greater responsibility to implement innovative administrative principles in school. From the definition above, the authors concluded that the school principal is someone who has a functional position with the main task of managing the available resources in school with a good cooperation system.

According to [13], the school principal has greater authority to make decisions related to educational policies at the school level. The making decision authority given to the principal should be carried out democratically, such as involving all members at the school, especially teachers and parents of the students, making decisions that are relevant to the principal's responsibility, as well as cooperating with the community to improve education.

It is the school principal's responsibility to create good teaching-learning situations. This means that a principal should be able to manage a "school plant", special services of the school, and educational facilities to create a supportive environment for teachers and students for comfortable learning conditions; managing teaching staff and students; fostering a curriculum that meets the needs of children, and managing academic records. All the efforts made above are expected to create support to advance the educational programs at school.

Based on the preliminary observation at SD Negeri 142 OKU, it was found that the problems faced by the teachers in the learning process occurred both inside and outside the classroom. For instance, the teacher could not optimally handle the classroom condition during the learning due to the diversity of students and difference in their learning styles. It caused the teachers to be less capable of managing the classroom. Moreover, they had very limited learning strategies and minimum use of teaching methods. For the problems occurring outside the classroom, teachers did not have good skills in designing the learning as well as minimum role and contribution of the school principal in supervising the teaching process of the teachers. As a result, teachers were not motivated in using learning strategies or designing learning.

Given the situation, it is the role and responsibility of the school principal in finding solutions to improve the performance of teachers in SD Negeri 142 OKU. The teachers' performance affects the learning process, which is supported by

the finding of a study conducted by [17]. Meanwhile, the school principal is most likely to be influential towards the teachers' performance.

From the explanation above, the researchers intended to research SD Negeri 142 OKU with the title: "The Role of School Heads in Improving Teacher Performance". The formulation of the problems to be discussed is how the role of the principal in improving the teachers' performance.

2. METHODS

2.1. Place and time of the research

This research was conducted at SD Negeri 142, Subuk Raja Subdistrict, Ogan Komering Ulu Regency. The time of the research was carried out from April 2020 to November 2020, starting from the preparation of the research, data collection, data analysis, and research report design.

2.2. Research method

This type of research was a qualitative study that resulted in descriptive data obtained from the interview and behavioral observation. [18] stated that qualitative study emphasizes efforts to study the phenomena that occur in all of its complexity naturally. Instead of numbers, the data is in the form of narration which was obtained from observation, interview, literature study, or other ways (through note-taking, editing, or writing). However, the extended texts are still used in qualitative analysis. This research is a case study.

3. RESULTS AND DISCUSSION

The education paradigm currently provides broad authority to schools in developing their potentials. However, it will require the skills of school principals in various managerial aspects to achieve the goals based on the vision of the school. The school principal is one of the components of education who play an instrumental role in improving the quality of education. It is supported by [19] who stated that there are several roles adopted by the school principal in improving teacher performance, such as teacher performance development, teacher supervision, teacher disciplinary guidance, control, and supervision, motivation, and appreciation for the achievement made.

Not only does a principal of the school take a role as a manager at school, but also as a motivator to school members, especially teachers. [20] stated that a leader is someone with the authority of his leadership to direct his subordinates to do part of their work in achieving goals. [20] stated that a leader must act as a caregiver who gives encouragement, guide, and support.

The principal provided a statement regarding the preparation for the implementation of the teaching and learning process. It was revealed that teachers of SD Negeri 142 Ogan Komering

Ulu always created teaching plans administratively in the forms of lesson plans (RPP), one-year academic programs (PROTA), and semester programs (PROSEM). All the documents created by the teachers were submitted in soft or hard copies to the principal of SD Negeri 142 Ogan Komerang Ulu. Teaching planning is a guideline for the teachers to carry out learning. With the teaching and learning administration designed by the teachers, all the learning and teaching activities will be more meaningful and will be in the right direction to achieve learning objectives.

Generally, the teachers in SD Negeri 142 Ogan Komerang Ulu can prepare to teach well. However, there is still a lack of placement or use of instructional media. In terms of the indicators of learning implementation in the classroom, teachers at SD Negeri 142 Ogan Komerang Ulu have shown good material mastery patterns, learning strategies, and the selection of learning methods that are following the topic being taught. The use of learning media is still restricted by the teachers' technological literacy. Four factors should be mastered by the teachers to create an active, creative, and enjoyable learning atmosphere, they are a). good mastery of teaching materials; b). the ability to implement teaching and learning strategies; c). the ability to have a learning model, and d). the ability to use learning media.

To solve the problems experienced by the teachers of SD Negeri 142 Ogan Komerang Ulu, the school principal plays the role of an educator. So, some teachers are sent to participate in education and training activities, workshops, and seminars that discuss the use of technology in the classroom.

According to [21], in improving their performance as an educator, principals should take the following actions: First, involving teachers in training and seminars to increase their insight, and they should be given opportunity to improve their knowledge and skills by pursuing higher levels of education. Second, the principal should motivate the evaluation team of students' learning outcomes to work faster and more efficiently, then the results are announced openly. Third, the allocation of time for learning should be done effectively in school, by encouraging teachers to start and finish the learning activities based on the schedule as well as using learning time efficiently.

In line with the findings of the research by [22] who stated that the school principal must increase their commitment to school improvement, focus on curriculum development, and facilitate and provide teacher support in developing their competence.

Based on the data obtained, the teachers give assignments to the students according to the topics being taught, which is intended to measure the students' ability to understand and absorb the

lessons that have been taught. [23] revealed that one of the indicators to measure the success of teachers in their teaching practices is the rate of students' understanding of the material that has been taught.

In terms of classroom management, the findings demonstrated that the teachers in SD Negeri 142 Ogan Komerang Ulu have good practical skills in managing the classrooms, where they can create a supportive learning classroom during the lessons. However, there are still some obstacles faced by teachers in classroom management, such as the condition of students who are more interested in playing than in learning. To overcome the problems, the efforts made by the teachers are involving them actively in learning and using active, creative, and fun learning methods to increase the students' motivation at SD Negeri 142 Ogan Komerang Ulu to participate in learning activities.

This is supported by the research conducted by [24] who stated that the classroom management by the teachers is measured based on 1) the ability in classroom management based on the lesson plans applied; 2) the ability to organize the classroom based on the learning implementation process; 3) the ability to organize the classroom based on their activities in opening and closing the lesson; 4) the ability to evaluate the various learning stimuli given to the students; 5) the ability to manage the class based on the activities of questioning students and; 6) The ability to manage the class based on the reinforcement given and where the score is 83.87 and is considered as the Good category (B).

In terms of evaluation, it was stated by the principle that the teachers at SD Negeri 2 Ogan have good practical ability and method in evaluating their students' understanding of the lessons. It is evidenced by the students' scoring and final grading in the school report cards. In conducting an evaluation, the teachers at SD Neeri 142 Ogan Komerang Ulu always referred to the guideline. When the students have not achieved a minimum completeness score, a remedial is given to them to fix the previous result. [23] stated that measuring student success in learning requires evaluation to inform them about their qualification in the mastery of the materials.

The problem occurring in the evaluation is there are some students whose scores were below the minimum completeness criteria. The follow-up taken by the teacher was to provide remedial to help students for a better understanding of the lessons and get better scores.

Furthermore, based on the interview with several teachers regarding the personality and principal policies at school, it was revealed that the principal of SD Negeri 142 Ogan Komerang Ulu has led two different schools for 12 years.

Therefore, the experience obtained should help the principal to have more wisdom and objectivity in dealing with teachers at SD Negeri 142 Ogan Komering Ulu.

The teachers in SD Negeri 142 Ogan Komering ulu are constantly involved in the work plan at the school. The designation of teachers as a working team is the role of the principal as a manager. The role of the principal of the school as a manager is to plan a strategy to empower the educational personnel through collaborative teamwork, equal opportunities for teachers to improve their professions, and encouraging the involvement of the teaching staff in various activities in support of the school programs.

The teacher participation in activities in support of the school programs is highly demanded to achieve the school vision and mission, which will not likely to be successful when a well-developed administration is absent. For school administration, the principal usually demands the teachers to collect printed or soft copied administrative files. This documentation is the principal role of the school as an administrator. The principal with the administrative role is familiar with various administrative management activities, such as listing, compiling, and documenting school programs. The ability to organize the curriculum must be manifested in the preparation of completeness of learning administration data; preparation of completeness of counseling guidance data; a compilation of administrative data including practical activities; and completing administrative data for learning activities at the library.

According to the teacher councils, the teacher involvement in a series of school work designs usually starts with the implementation of coaching meetings, the appointment of committee chairs, and the arrangement of activities. The next stage is the question and answers session. The teachers are also involved in routine activities, such as exercise on Saturday mornings.

Such activities are organized by the principal to take a role as an educator. The principal must have the right strategy to improve the professionalism of the school staff. For this matter, the principal should introduce, promote and improve the four types of values, they are mental development, moral formation, physical improvement, and artistic development.

Regarding the role of the principal as a supervisor, the teacher councils stated that the principal always performs supervision to the teachers in SD Negeri 142 Ogan Komering Ulu, which is carried out regularly and periodically. The focus of the supervision is on the implementation of learning activities. In this case, the school teachers are demanded to create a work program to be evaluated by the principal and used as a guide in

the implementation of learning activities in the classroom.

The capacity as a school principal as a supervisor must be manifested in the ability to compose and implement educational supervision programs to create optimum results. The professional skill in compiling an educational supervision program should be applied in the formulating of a class supervision program and the development of a supervision program for extracurricular activities, a library, laboratories, and examinations.

According to [21], the principal as a supervisor needs to pay attention to the principles with the following characteristics: (1). consultative, collegial, and non-hierarchical relationships, (2). implemented democratically, (3). centered on educational personnel (teaching staff), (4). based on the needs of educational personnel, (5). Functioning as a professional aid. The role of a principal as a supervisor can be carried out effectively, through group discussion, classroom visits, personal talk, and learning simulation.

4. CONCLUSION

Overall, the performance of teachers in SD Negeri 142 Ogan Komering Ulu is good enough because teachers are capable of implementing learning activities and learning strategies and models, and using learning media during the teaching and learning process in the classroom. Teachers also have good skills in class management, where they can handle the classroom situation during the teaching and learning activities. Finally, teachers have good theoretical and practical knowledge in the assessment methods in their teachings.

By referring to the indicators above, the principal; of SD Negeri 142 concluded that the performance of teachers in SD Negeri 142 Ogan Komering Ulu is generally good. However, there is always room for teachers' performance improvement. Therefore, they should be always be given guidance and direction by the principal for a better outcome.

The roles of the principal in improving teachers' performance at SD Negeri 142 are categorically good. The principal's roles, in this case, are including the role of an educator, manager, administrator, and supervisor to motivate teachers to have better performance in carrying out their duties and responsibilities.

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