

Leadership of School Heads in Developing Potentials of Teacher Performance in Basic School

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Abstract—Based on preliminary research that the author did at school and against the background of the low interest in teacher performance in elementary schools, the researchers tried to use survey methods with descriptive qualitative research approaches. The data collection techniques used were questionnaires with closed questionnaires. As an alternative to developing the potential performance of elementary school teachers. Principal leadership in developing teacher performance potential is very necessary. educator or teacher plays an important role in the success of the ongoing Education process. Therefore, efforts are needed to develop the teacher's performance potential as a human resource that enables an increase in professionalism, because the teacher is an educator who is central to the implementation of educational activities and interacts directly with students in the process of teaching and learning activities, to realize and determine student's quality and character. Then the teacher is required to have the potential, a good personality besides teaching, for this reason it is necessary to have a Principal Leadership for the management of educators and education personnel so that teachers have good performance in accordance with the demands and needs of the community.

Keywords—*principal leadership; potential teacher performance*

I. INTRODUCTION

The principal is the highest leader in the school, therefore the leadership of the principal is very necessary because the progress of the retreat of an Education Institution lies in how the role of the principal in implementing it is related to the leadership of the school principal to understand and correct deficiencies that occur within the school, because the principal has a role as managerial, motivator, administrator, guiding, directing, in developing the potential performance of the teacher who has been determined to achieve the goal.

To ensure the maintenance of order and smooth execution of tasks in achieving goals, teachers who are responsible for creating quality education and learning processes are required, adhere to applicable regulations, are aware of their responsibility to carry out educational goals. To develop the teacher's performance potential, the principal's leadership is needed as managerial to organize all the resources in the school. Principal leadership is to produce innovation on the performance of qualified teachers so that they become professional teachers in accordance with the demands. Article 12 paragraph 1 of Government Regulation 28 of 1990 states

that: "Principals are responsible for the implementation of educational activities, school administration, development of other education personnel, and utilization and maintenance of facilities and infrastructure" [1]. Along with the complexity of the demands of the principal's leadership, a school principal is expected to be able to develop teacher performance potential in a directed, planned, and sustainable manner to improve the quality of education.

On the other hand, there are several problems that must be solved in developing the potential performance of elementary school teachers.

- Low interest in teacher performance
- Teachers are required to have potential
- Efforts to increase professionalism

Therefore, developing the performance potential of elementary school teachers is very important, because with the leadership of the principal it can be known how much the regulatory rules can be adhered to by the teacher. By developing teacher performance potential, the learning process will be carried out effectively and efficiently.

The success of an educator is inseparable from the success of the leadership of the principal who may be influenced by the amount of discipline that is motivated by the leadership role of the principal. in addition to developing teacher performance potential, discipline is needed to motivate teachers to work. Regarding teacher motivation seen from the leadership role of the principal generally teachers who have motivation in work will be able to create an atmosphere of pleasant work. By directing the potential of the teacher's work along with concrete examples and easy to understand, the problem problems above show how important leadership capacity of the Principal is in developing teacher performance potential, efforts to solve the problem of low teacher performance interest needed by principals in realizing teacher performance development through training. Based on the focus of the problem, the general formulation of the research problem is "How is Principal Leadership in developing teacher performance potential?".

II. RESEARCH METHODS

This research was conducted with a descriptive qualitative approach through case studies in two elementary schools, namely: Schools with 37 teachers and 25 teachers. For data collection researchers carry out: 1). Interview with teacher at the School. 2). observe the process of daily activities in teaching and learning activities. 3). observe the teacher's performance development plan document and others related to the data in the field which is used as the case for research.

TABLE I. SCORING INTERPRETATION CRITERIA

Percentage score	Interpretation criteria
268 -320	Very good
217 -267	Good
166 – 165	Pretty good
155 – 165	Not good
64 – 144	Not good

This section will describe how the description of the teacher's work discipline, an overview of it can be seen from the respondent's responses as follows:

TABLE II. OPINIONS OF RESPONDENTS REGARDING MOVING SCHOOL REGULATIONS

Opinion	Level	Frequency	Score	Percentage
Strongly agree	5	6	30	9.41
Agree	4	15	60	23.46
disagree	3	35	105	54.72
disagree	2	8	16	12.51
Strongly disagree	1	0	0	0.00
Total		64	221	100.00
Average score			3.45	

Based on the table 2, it can be described the respondent's statement regarding: implementing school regulations, namely as many as 9.41% stated strongly agree, 23.46% stated agreed, 54.72% stated they did not agree, with an average score of 3.45. Thus it can be concluded that the respondent's statement regarding implementing school rules is in the good category.

Based on the results of the analysts and previous discussions, the efforts that must be made in increasing professionalism are:

First, in terms of the environment in which the teacher teaches, each teacher participates in training or debriefing, it is hoped that from him there will be an increase in ability and willingness, refugee training motivates the teacher's desire to be the best, and develops scientific insight by providing material debriefing.

According to Sugiyono [2] "*research methods are scientific ways to obtain data with specific purposes and uses*". (2013: 224) "Data collection techniques are the most strategic step in research, because the main objective of research is to obtain data".

According to Sukmadinata [3], "*The basis of qualitative research is constructivism which assumes that reality is plural, interactive and an exchange of social experiences interpreted*

by each individual. Qualitative researchers believe that truth is dynamic and can be found only through examining people through their interaction with their social situation [4].

III. RESEARCH RESULTS AND DISCUSSION

Principal leadership in developing teacher performance potential, based on the discovery that the success of an educator is inseparable from the success of the principal's leadership role which is likely influenced by the amount of discipline that is motivated by the leadership role of the principal. in addition to developing teacher performance potential, discipline is needed to motivate teachers to work. In developing the performance potential of the leadership teacher the principal has an idea about the future of the school agreed upon with the teacher to achieve a goal of advancing education, on the basis of developing teacher performance potential. Principals as leaders of Educational Institutions must be able to carry out their leadership management well. The leadership success of the Principal in his activities is influenced by factors that can support his leadership. Based on the leadership of the principal While Soepardi [5] defines "*leadership as the ability to move, influence, motivate, invite, direct, advise, guide, instruct, govern, prohibit, and even punish (if necessary) and foster with the intention to want work in order to achieve administrative objectives effectively*". This shows that leadership includes at least three things that are interconnected, namely the existence of leaders and their characteristics; presence of followers; and the group situation where leaders and followers interact.

The essence of developing performance potential is the involvement of teachers to realize what is mutually agreed through their respective roles, teacher involvement is associated with training in developing potential, consistent what is agreed upon together to be realized together with what is decided and leaders in managing a quality school concerning Education management. Potential is basically a picture of what is done (be able to do) someone in a work in the form of activities, behaviors and results that can be shown, in order to be able to do something in his work of course must have the ability, in the form of knowledge (attitude), and skills (skills). One of the efforts that can be made through the leadership of the Principal.

Danim [4] arguing that "*facing curriculum content that contains considerable changes in the purpose of the content, methods and evaluation of teaching, it is only natural that teachers expect advice and guidance from their Principals*", Developing teacher performance potential, Traditional training programs others. Many trainings to date have been carried out, the forms of this form of training have long existed and are acknowledged to be quite valuable, although it is realized that often various forms of traditional cases / training and teacher work. Therefore, a combination of academic material with field experience will be very effective for developing this traditional course / training. This training generally refers to a specific aspect which is important to know that teachers cannot meet practical needs, such as how to make assessment Teacher Performance (Teacher PK). From the description above, the leadership role and potential performance of elementary school teachers is very important to study and to determine the

influence and contribution to the results of teacher performance in an effort to develop the quality of teachers formed through the leadership of the principal.

Principal Leadership Capacity in developing teacher performance potential. The interaction of Principal Leadership with teachers in developing teacher performance potential is the involvement of their respective roles, Teacher PK which is associated with school interests that must be achieved together. According to Danim [4] *"the professional development of teaching staff is intended to fulfill three needs, first, social needs to improve the ability of an efficient and humane education system, and to adapt to social needs. Both need to find ways to help education staff in order develop his personality widely. Thus educators can develop the social potential and academic potential of the younger generation in their interactions with the natural environment. Third, the need to develop and encourage the desire of educators to enjoy and encourage their personal desires, as well as helping their students."* Mulyasa [6] said that *"teacher development can be done by on the job training and in service training"*.

Developing teacher performance potential in programs and activities, Principal Leadership in developing potential through Teacher PK is the ability to implement work programs and School activities. Leadership is carried out by strengthening understanding of: what their interests must be facilitated, the interests of their interests manifest in form of School services. Teacher PK involvement in various School programs and activities as a leadership process in developing teacher performance potential is associated with commitment to his profession as an educator. Engagement develops when there is an example of School leadership. Management of various support to implement it in the annual school work plan through: developing social aspects, developing a critical attitude towards school administration, developing support for parents and students. Involving citizens in the school environment in various activities.

Developing the potential capacity of teachers in School success, evaluation is carried out in the process of organizing the School so that there is feedback information every day for PK Teachers and School leaders to help make decisions about what needs to be improved and improved, interactions within the school will develop if feedback is made into a bill Together to improve teacher performance. The process of evaluating program activities through meetings and interactions during evaluation. The decision making process for improvement or improvement will develop into daily behavior when the Teacher's PK has renewal.

The renewal system begins with the emergence of self-awareness about the need for improvement or improvement, self-awareness that he has a deficiency. The joint learning process through providing information formally and informally based on the duties of each activity carried out

Leadership develops teacher performance potential in assessing success, the results of the study show that evaluation activities are held continuously for two times a year, feedback information becomes daily information for Teacher PK and school leaders to help make decisions about what needs to be improved and improved. In the process of interaction on

evaluating the success of the school, there is a consistent feedback to each program manager and activity to the principal being an important thing to make improvements in developing teacher performance potential, assessment results followed up for improvement, this is considered important from the results of the study, that inter action in assessing success will develop if the feedback becomes a Joint bill for the advancement of Education.

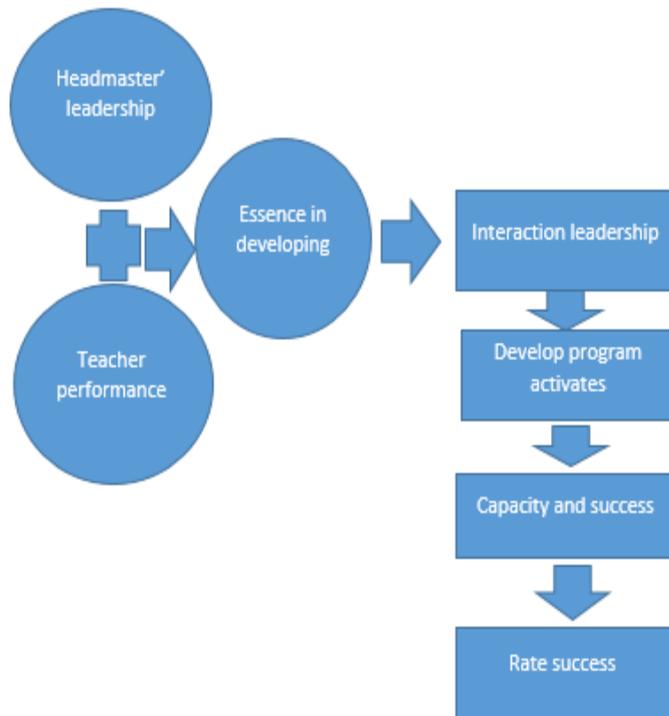


Fig. 1. The principal's work structure in the work pf potential development teachers.

This finding is in line with the results of the research of experts, namely: The following are different meanings of performance - according

- Fattah [7] *"performance or work performance (performance) is an expression of ability based on knowledge, attitudes and skills and motivation in producing something"*.
- Sedarmayanti [8] that *"performance is a translation of performance which means work performance, work performance, work achievement, performance or work performance"*.
- Hasibuan [9] explained that *"performance assessment is an evaluation of behavior, work performance and potential development that has been done. Thus performance appraisal is a vehicle for evaluating employee behavior and contributions to work and organization."*
- According to Andrew F. Sikula in Hasibuan [9], *"performance appraisal is a systematic evaluation of the work that has been done by employees and is intended for development"*.

- Dale Yoder has *"finalized performance appraisal as a formal procedure carried out within the organization to evaluate employees and contributions and interests of employees"* [9].
- Whereas according to Siswanto [10] *"performance appraisal is an activity carried out by management or supervisors. Appraisers to assess workforce performance by comparing performance against performance with descriptions or job descriptions in a certain period usually at the end of each year. Based on the understanding of performance above it can be concluded that performance is the result or level of success achieved by someone in the field of work according to certain criteria and evaluated by certain people, especially the boss of the employee concerned. Objectives Performance appraisal is very useful for the overall dynamics of organizational growth"*.

IV. CONCLUSION

Based on the results and discussion developed, the researcher draws general conclusions as follows: Principal Leadership Capacity in management developed through professional learners focusing on leadership example, Joint learning in the management process develops creativity to solve problems with the aim of improving the quality of Education.

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