

The Managerial Leadership of Principal in Improving the Teachers` Performances

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ARTICLE INFO

Article history:

Received September 15, 2020

Revised September 25, 2020

Accepted July 29, 2021

Available online March 25, 2022

Kata Kunci:

Leadership, Managerial, And Teachers` Performances

Keywords:

Leadership, Managerial, And Teachers` Performance



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ABSTRAK

Abstrak

Mutu pendidikan dapat meningkat karena kinerja guru yang optimal. Namun, kinerja guru dan disiplin kerja guru saat ini masih rendah. Penelitian ini bertujuan untuk menganalisis kepemimpinan manajerial kepala sekolah dalam meningkatkan kinerja guru. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Metode pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Subjek dalam penelitian ini adalah kepala sekolah, wakil kepala sekolah, guru, dan pengawas. Teknik analisis data dengan cara reduksi, penyajian, mengambil kesimpulan dan verifikasi data. Hasil penelitian menunjukkan bahwa kompetensi manajerial sudah terlaksana dengan baik. Kepala sekolah memiliki program meliputi perencanaan pembelajaran sekolah, supervisi guru, kerjasama, rapat kerja, dan workshop. Kendala yang dihadapi kepala sekolah yaitu kedisiplinan guru, kurangnya partisipasi guru dalam program kegiatan, dan banyak guru lanjut usia. Untuk mengantisipasi kendala yang ada di lapangan, kepala sekolah sudah berupaya melaksanakan tugasnya dengan optimal. Peran manajerial kepala sekolah sudah cukup baik, hanya saja guru perlu pelatihan khusus untuk meningkatkan kinerja guru. Sehingga dapat disimpulkan bahwa kepemimpinan manajerial kepala sekolah dalam meningkatkan kinerja guru. Implikasi penelitian ini diharapkan dapat meningkatkan kepemimpinan manajerial kepala sekolah sehingga kinerja guru dapat meningkat dan tujuan pembelajaran dapat tercapai.

ABSTRACT

The quality of education can increase because of teachers` optimal performance. However, teachers` performance and work discipline are currently still low. This study analyses the principal's managerial leadership in improving teachers` performance. This study uses a qualitative approach with a descriptive method. Methods of data collection using observation, interviews, and documentation. The subjects in this study were principals, vice principals, teachers, and supervisors. Data analysis techniques by reducing, presenting, drawing conclusions and verifying data. The results of the study indicate that managerial competence has been implemented well. Principals have programs including school learning planning, teacher supervision, collaboration, work meetings, and workshops. Obstacles faced by principals are teacher discipline, lack of teacher participation in program activities, and many elderly teachers. To anticipate the obstacles in the field, the principal has tried to carry out his duties optimally. The principal's managerial role is quite good, and it is just that teachers need special training to improve teacher performance. So it can be concluded that the principal's managerial leadership improves teacher performance. The implications of this research are expected to improve the managerial leadership of school principals so that teacher performance can increase, and learning objectives can be achieved.

1. INTRODUCTION

The education of globalization era today, can be seen by the existence of achievement benchmark of successful performance of human`s resource on the process of education advance. (Dewi et al., 2019; Fatah & Komariah, 2020). To create human`s quality resource requires a system of quality educational. The quality of education is affected by some components which one of it is the teacher (Lian et al., 2020; Sharma & Srivastava, 2020; Sopandi, 2019). A teacher in educational system is one of the components who supports the implementation of education as he directly interacts with the students so that he has a big role in

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creating human's quality resource (Moh'd et al., 2021; Widiensyah, 2018; Yasunaga et al., 2020). Based on that matter, to increase the quality of education will never be affected without a teacher's role who has an optimal performance (Hartanti & Yuniarsih, 2018; Sya'roni, et al, 2018). The teachers' performances in learning process are the main factor in carrying out the aim of education since they are spearheads in an educational system (Priyono, & Winahyu, 2018; Quaicoe & Pata, 2020; Sum & Taran, 2020).

As a matter of the fact, the common problem happens in the field of education is due to the teachers' performances. One of the factors which can affects teacher's performances is that they have not had an optimal competences and the encouragements in working (Hartanti & Yuniarsih, 2018; Lee et al., 2016; Susanto, 2020). Besides, the principal's leadership becomes a factor of teachers' performances. The principal is less in leading and guiding teachers, so that there are still teachers who are less discipline in doing the duty, come late, and leave at early time. This condition leads to a problem in educational institution. Various factors cause the teachers to be less professional in doing their duty and responsibility which one of it is the education, leader, work experience, competence, ability, job motivation owned by them and another things (Darmadi, 2015; Hartawan, 2020; Irawati & Saifuddin, 2018; Supriyono, 2017). If the teachers' performances are not considered, so it will affect the quality that the students have.

Based on the observation at the field, it showed that the teachers' performances in SMP Negeri Kota Banda Aceh are still at low level. This matter is caused by managerial principal in organizing school, the existence of teachers whose ages are elderly, less sense of initiative and tolerance for the training activity, and be innovative learning process, the teachers who are still less discipline during operating hours of school, and some of teachers consider more about their personality than the duty and responsibility in the school. Looking at situation and problem occur in the field is necessarily to conduct a study as well as analysis so that it can be measured how far the principal plays role in increasing teacher's performances in SMP Negeri Kota Banda Aceh to obtain the expected result in accordance with national education standard. The principal's role definitely can also make a big impact due to the main competition of leadership.

The principal is responsible for organizing education affair, school administration, teacher leading, and utilization as well as maintenance of school facilities and infrastructures (Maryati et al., 2020; Sahara, 2020; Untarini et al., 2020). The principal is expected to be able to improve teaching and learning activities in the school and support its environment. (Karacabey, 2020; Siswanto & Hidayati, 2020). In order to be able to accomplish the duty optimally, so the principal should understand, master, and also be able to do the programs which are related to his principle as the educational manager to develop teachers' potential for the students (Bin Nordin et al., 2020; Elpisah & Hartini, 2019). The leadership of principle as managerial headmaster surely requires an optimal skill administrating school organization (Kristiawan, 2020; Sunardi & Siswandari, 2020). Thus, the leader needs a mentor of leadership of principle's manager toward the teachers' competence by doing assessment and management on a teachers' performances (Sleptcova & Falkenbach, 2020).

The finding of previous study stated that the factor which supports teachers' performances to facilitate the need of work system is the certification of teacher (Hendrawijaya et al., 2020; Ristianey et al., 2020). While the other finding showed that the principal is not only spearhead in the success of an educational institution, especially in basic education (Astuti et al., 2020; Prihatini et al., 2021). The competence of managerial principal in upgrading teachers' professionalism can be carried out through the application of leadership that holds firmly on three essential poles, that are planning, developing, and evaluating, (Oktarina & Rahmi, 2019). The aim of this study is to analyze collecting data and information about the managerial competence, program, implementation of principal, and also the obstacle in increasing teachers' performances. The existence of this study is to see the principal's managerial skills in three aspects, namely: *technical skill, humanical skill, dan conceptual skill* particularly in improving the performances of teachers in SMP Negeri Kota Banda Aceh.

2. METHOD

This study applied a qualitative approach along with descriptive method. This study was conducted in SMP Negeri Kota Banda Aceh, among of it are SMP Negeri 3 Banda Aceh, SMP Negeri 4 Banda Aceh, dan SMP Negeri 9 Banda Aceh. The subjects in this study were 3 principals, 3 deputies of principal, 2 supervisors, and 9 teachers. The technique of data collection here was through observation in the way of observing objects at the field, the instrument of interview contained the statement sheet, recording tool, and documentation. Data analysis was carried out from beginning to the end of process of study.

The data analysis in this study was carried out through the planning phase, which is arranging the program, the research objectives by making plans and measuring the level of up-to-date data according to the place to be researched, and approval from various parties (Hanif, 2020). The data collection stage is carried out carefully from beginning to end so that all data can be ensured to be accurate and credible. The

stage of data separation was classified in accordance with the purpose of study, selection, data rechecking, data collection of school, the use of research method, and so on. Otherwise, the data verification was done in order the study being conducted becomes more fundamental on the data, so that the level of belief was more guaranteed. Moreover, the phase of drawing conclusion was that the researcher searched for the meaning of data that had been gathered, searched for pattern and relationship, as well as similarity.

3. RESULT AND DISCUSSION

Result

Based on the result of interview with the principal in SMP Negeri Kota Banda Aceh, one of those is SMP Negeri 3 Banda Aceh, it showed that the principle provided the main duty and function for the teachers to arrange program, supervise, and evaluate the teachers. The principle was assigned to manage teachers, school organization, and create a good relationship with society, compile the program of new year's teaching, as well as the acceptance of new students. Furthermore, the principle in SMP Negeri 4 Banda Aceh gave the programs of main duty and function to the teachers with the training given to him through teacher supervision program and the other kind of training such as inviting the informants from outside. The results of meeting in all fields discusses about the planning of per semester that will be included into a revision of RKS, implement the superior program of school by holding the lesson, revising school's mission and vision, and encountering with school committee along with students' parents to talk about planning activity. The principal SMP Negeri 9 Banda Aceh administrates the program that exists at school by overseeing and giving the evaluation as well as motivation. Apart from that, supervising teachers and monitoring the other employers and contributing each other with teachers.

Based on the finding of the study, the programs implemented by principal included literacy, Diniyah, Tahfiz, and Tilawatil Qur'an. The principal arranged a combination of school routine activities, such as the class and teacher supervision, recruitment of new students. A form of attention that the principal did to teachers was a good training either inside or outside school. The principal also invited the informant from outside school, it could be either from the education office as well as university to fulfill the activity of training event, or there is an informant from their own school, the goal is that the teachers can improve ability in applying media of technology for teaching and learning process, and the introduction of learning media to the teachers. The principal also supported the teachers who joined the training program (PLPG) and workshop. On the other side, all teachers were expected to be able in applying multimedia and fill the report book of score by using *e-rapor* in order to make teachers easy to carry out teaching and learning process in the school. The educational national standard now is BNSP, which provides the school a freedom to do assessment. Adapting like the program of national examination (Ujian Nasional) that today has been transferred to national examination of Computer (Ujian Nasional Berbasis Komputer), all combinations of examination activity also utilized laptop and computer. The implementation of the principal that is often carried out is the direction of the MGMP in the Field of Study, UKG, PLPG, academic supervision, holding teacher performance training, providing regular work meetings, work meetings, annual programs, semester programs, school evaluations and also the application of IT media to all teachers.

The principal also instructed teachers to always read the administration before entering to the class, as well as teachers previously must prepare the material for teaching in accordance with direction of lesson plan that will be given to students. Besides, the teachers also have to study first before giving a lesson to students so they understand the information that is delivered in teaching and learning process. The teachers were given MGMP to form a group in order to be able sharing. If a problem appears, it will be directed to MGP of Banda Aceh. The finding of study in SMP Negeri Kota Banda showed that there were a few obstacles to happen which was the lack of participation members that caused activities of school to be hampered. The obstacle of other principal was less enthusiasm in arranging the concept and less self-initiative in managing school organization. The obstacle that often emerged in sekolah SMP 3 Banda Aceh, it was the teachers' disciplines were still at low level, this matter can be viewed from the fingerprint result of teachers' attendance to school.

The obstacle in SMP Negeri 4 Banda Aceh that the teachers still ignored their main duty as an instructor in developing teachers' competences. The principal made an effort to accommodate with the teachers but they remained adrift with their personal works at home. The constraint faced by SMP Negeri 9 Banda Aceh was that some of teachers were no longer productive and there was teacher who is suffering a variety of illnesses. The finding of interview with school supervisor was that the principal never held a training event at school and rarely made the programs which have been designed by the education office. Furthermore, based on the interview with the supervisor in SMP 9 that the principal did not make the program of improvement toward teacher's performance. The principal had never held training in schools, all based on the decree of each employee. The weak competence of the principal in managing several aspects

of the principal's managerial leadership skills which include: human skills, and technical skills, both of these skills indicate that the principal is weak in making program and training in schools.

Discussion

Based on the finding of study through interview and documentation, it showed that the principal of each school is surely different. The managerial leadership of principal has run well. However, there is a principal who does not implement his leadership properly. This matter really causes an impact on teachers' performances. The higher principal applies a managerial competence, the higher achievement of teacher's performance at school as well (Astuti et al., 2020; Bintara et al., 2021; Hastuti et al., 2020). In contrast, the lower managerial competence principal applies, the lower teacher's performance of teaching at school (Lukman et al., 2020; Oktarina & Rahmi, 2019). As a result, it particularly needs the steps of managerial leadership to be taken by principal in increasing teachers' performance of those who teach in SMP Negeri Kota Banda Aceh. The principal's competence refers to the knowledge, skill, and the basis values in thinking commonly and acting consistently, as well as the intelligence in mastering to develop self-talent (Ahmad, 2020; Maryati et al., 2020). The principal also plays a role as an educator to increase teacher's performance by providing motivation and award for the teachers. (Sahara, 2020; Sahlén et al., 2020). Therefore, the teachers should be guided so they can extend their knowledge ongoing lesson.

The principal has 5 competences, one of those covers a managerial competence to manage school organization, the principal as a managerial person carries out the action and activity that are relevant with management, and supervise the program of school by managing, monitoring, planning, and organizing (Elpisah & Hartini, 2019; May et al., 2020; Prihatini et al., 2021). As what is expected, the principal also must be able to give the appreciation which is very significantly since it can motivate teachers on their achievement. This is the principal's skill to the educators as well as education. The principals need to extend the insight and development of their compensation to support the success of education in the school in facing any challenge of globalization era today (Astuti et al., 2020; Bintara et al., 2021; Rant, 2020). Therefore, the managerial competence of principal in increasing teachers' performances becomes one of central factors for developing IPTEK and transformational. On the other hand, the principal does it procedurally for the empowerment of teachers, because in reality, the principal's characteristic as a manager is to manage and also do the duty as well as program that is related to teacher's performances (Hastuti et al., 2020; Vykhreshch et al., 2020).

The work program of principal becomes a globalization challenge. The activity carried out by principal is a strategic planning and intensity that run with applied system (Bintara et al., 2021; Khusni & Mahmudah, 2020). The school Program prepares a variety of activities, the strategic planning with quality, and freedom in the implementation of programs that have been committed by principal. The administrator of school is able to administer teachers and be initiative to play his role as a manager by educating and motivating. The principal's program is implemented well along with role and contribution in carrying out his managerial program optimally, so that the goal can be achieved. This matter requires telecommunication media to play a role and contribution as the running of principal's managerial program. (Hastuti et al., 2020; Lukman et al., 2020; Sudana et al., 2020). Besides, the teachers also need to do the improvement of self-potential to fulfill the need of students' achievement (Elpisah & Hartini, 2019; Goodwin et al., 2016). The work program that is being conducted expectedly affects managerial competence of principal as carried out by school intra stakeholder. this has become the responsibility of the principal because of the demands of an increasingly sophisticated and modern era, as for manipulatives carried out by the principal with a work program that has been addressed and is also planned by the principal stakeholders in order to improve teacher performance and school intensity.

The findings of previous study stated that the principal's program in facing the challenges of the globalization era is in the hands and the role of the principal, both perspective actions and also the principal's contribution in managing and monitoring organizational activities must be based on the initial program (Almusawi et al., 2021; Kumar et al., 2019). The management carried out by the principal must be professional, not only experienced but also have a strategy in the process of improving teacher performance (Kagama & Irungu, 2018; Khusni & Mahmudah, 2020). So the role of the principal as a manager can answer the problems and challenges of globalization for optimizing education. Teacher's performances are also not out of control because of the program of activities provided by the principal for the sustainability of the organization, the principal also monitors, manages, monitors his personnel in the process of improving teacher performance (Elpisah & Hartini, 2019; Maryati et al., 2020; Prihatini et al., 2021). So the managerial role in monitoring school organizations must start from the responsibilities and essence of being the principal managerial leader, including curriculum management is one of the programs and objectives in the managerial contribution of the principal in carrying out his duties and roles as leaders in schools.

The principal serves as structural management and supervision of learning in schools with the aim of improving teachers' performance by coaching teachers (Fahmi et al., 2018; Teerling et al., 2020). As a manager in a school, the principal forms directions and directions for the empowerment and improvement of teacher competence to a higher level to be smarter in implementing learning and school learning methods, namely as a manager in schools, this step is carried out by the principal to find out how far the implementation and the contribution made to the teacher as well as the main duties and instructional functions to the school (Bintara et al., 2021; Flores & Derrington, 2017; Honig & Rainey, 2019). With the managerial role of the principal, such as assessment and academic supervision, it can assess how far the level and professionalism of teachers in mastering learning. Principal's teaching aids for manipulative activities and teaching, principal work programs, and teacher commitment (Bin Nordin et al., 2020; Hastuti et al., 2020). A slow response can slow down the school work system such as teacher human resources and teacher activities to participate in training resulting in the program and implementation of the principal not running (Özgenel, 2019). With the slow performance, it will lead to teaching factors in schools that will disrupt the work system and experience a decline in the negative stigma of society. This resulted in decreased school operations and organizations at the level of accreditation and school existence also declined. The impact on work effectiveness such as weak human resources such as teacher initiatives, and also the application of ICT when implementing training programs and activities has decreased, tolerance for tasks is no longer running well and smoothly, and also carried out well as well optimally.

The factor of the teachers' low quality, that are teacher professionalism, the quality of teacher professionalism definitely determines the level of teachers' awareness in carrying out their role optimally as child protection providers. Professional teachers will realize how important it is to fulfill children's rights that must be protected so that children's growth and development can be stimulated optimally (Lewis & Holloway, 2019; Roza, 2020; Sadeghi & Richards, 2021). Teachers are required to be disciplined so that students manage the class and are good role models (Barni et al., 2019; Garzón-Artacho et al., 2021; Wachidi et al., 2020). The lack of tolerance and initiative for the organization, the dominant teacher in the school is unproductive and elderly. One of the guidance techniques that can be applied by school principals is individual guidance, namely guidance given to teachers who are experiencing problems one by one. All work cannot be accommodated individually and also the burden of administrative tasks is increasingly being given by management. Based on the results of study from the three Top, Middle, and Lower schools concluded that there are various obstacles to the character of teachers and principals who still need guidance by the School Supervisor or the Education Office and also holding training by holding training programs in schools and principals directing teachers to participate implementing MGMP in the field of study to be able to maintain the quality and appearance of teachers in improving teacher performance, school principals must also always foster and monitor teachers and students for the evaluation process.

The findings of this study are reinforced by the result of previous studies which stated that principal's management affects on teachers' performance (Karakose et al., 2021; Kin et al., 2018; Puspitasari et al., 2021). Another finding also described that the principals as managers in managing schools are a key factor in school success, including improving teachers' performance. The difference between this research and previous research is the school and agency level. This research was conducted at the junior high school level. The existence of managerial competence research, programs and implementation can be improved with the skills and abilities of the principal, namely conceptual skills, human skills, and technical skills that need to be mastered by the principal to increase teachers' optimal performance.

4. CONCLUSION

Managerial competence in improving teacher performance is going well. However, it has not been fully implemented. The principal's program in improving teacher performance at SMP Negeri Banda Aceh is by making school learning plans, supervising teachers, conducting collaborations, work meetings, and holding workshops to improve teachers' performance. However, there are various programs that are not fully implemented properly due to various obstacles that occur in the field. The constraint faced by principals in improving teacher performance, lack of workshop activities held at schools, lack of teacher to participate in activity programs held by principals, and many elderly teachers. The limitations of the study are that the scope of the research is only to prove the contribution of the principal's managerial competence to teachers' performance. The further study must add more research subjects and the number of schools used so that the information obtained is more optimal. The implications of this research are expected to be an evaluation for school principals in improving teacher performance.

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