



Principal's Leadership Style and Its Relevance to Teacher Performance

Khofiyah^{1*} 

¹ State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia

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ABSTRAK

Berbagai permasalahan dalam dunia pendidikan mengenai mutu dan mutu pendidikan untuk meningkatkan kinerja guru dipengaruhi oleh kepemimpinan kepala sekolah. Penelitian ini bertujuan untuk menganalisis gaya kepemimpinan kepala sekolah dan relevansinya dengan kinerja guru. Jenis penelitian ini termasuk penelitian lapangan, termasuk penelitian kualitatif deskriptif. Penelitian ini menggunakan pendekatan kualitatif. Metode yang digunakan untuk mengumpulkan data yaitu observasi dan wawancara. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif. Hasil penelitian pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru bahwa kepemimpinan kepala sekolah termasuk dalam kategori sangat kuat. Hasil penelitian ini menunjukkan bahwa gaya kepemimpinan yang diterapkan instansi adalah gaya kepemimpinan demokratis. Dalam uji hipotesis menunjukkan bahwa gaya kepemimpinan berpengaruh positif dan signifikan terhadap kinerja guru. Hal tersebut menjelaskan bahwa semakin demokratis gaya kepemimpinan yang diterapkan, maka akan semakin tinggi kinerja gurunya. Gaya kepemimpinan tersebut memiliki perilaku senang menerima saran, pendapat, dan kritikan dari bawahannya. Gaya kepemimpinan yang perlu dipertahankan, terutama dalam aspek melibatkan guru dalam hal pengambilan keputusan dan perlu meningkatkan aspek pimpinan harus memerhatikan kepentingan guru maupun kepentingan instansi.

ABSTRACT

Various problems in the world of education regarding quality and education to improve teacher performance are influenced by the principal's leadership. This study analyses the principal's leadership style and its relevance to teacher performance. This type of research includes field research, including descriptive qualitative research. This study uses a qualitative approach. The method used to collect data is observation and interviews. The data analysis technique used is descriptive qualitative analysis. The research results on the effect of the principal's leadership style on teacher performance that the principal's leadership is included in a potent category. The results of this study indicate that the leadership style applied by the agency is democratic. The hypothesis test shows that leadership style has a positive and significant effect on teacher performance. It explains that the more democratic the leadership style applied, the higher the teacher's performance. This leadership style is happy to accept suggestions, opinions, and criticism from subordinates. A leadership style that needs to be maintained in terms of involving teachers in decision-making and needs to improve aspects of leadership must pay attention to the interests of teachers and institutions.

1. INTRODUCTION

An activity cannot be separated from the actions of the perpetrator. Likewise with an organization, the organization is run by actors who actively carry out activities within it (Battisti et al., 2022; Patoko & Yazdanifard, 2014). The actors of this organization come from different backgrounds, they have desires, feelings, gender, age, education, status and many more differences that they have (Niemann et al., 2022; Wang et al., 2022). From these heterogeneous matters, organizational actors are united in a forum as human resources who must eliminate all forms of differences, then follow existing regulations to achieve the expected goals. The success of a company or organization cannot be separated from the role of a leader. The

*Corresponding author.

E-mail addresses: khofiyah.39@gmail.com (Khofiyah)

leader is the most decisive factor in the success of an organization or company in running its organization (Balyer, 2019; Sergeeva & Kortantamer, 2021). Therefore, a leader must be able to pay attention to his subordinates so that in carrying out their duties, they will be able to carry out their responsibilities. A leader is said to be successful in carrying out his leadership if he can give attention and motivation to his subordinates who become human resources (HR).

The problems that exist in the world of education show that the potential of teachers to be creative as an effort to improve their performance does not always develop naturally and smoothly due to the influence of various factors, both those that arise within the teacher's personality and those outside the teacher's personality (Agustini et al., 2020; Sappaile, 2017). The essence of improving teacher performance is to improve teacher performance through continuous and continuous guidance and supervision (Andini & Supardi, 2018; Cahyaningrum, 2020). The decline in the quality of education in Indonesia in general and the quality of higher education specifically viewed from a macro perspective can be caused by the poor national education system and low human resources. Principal leadership has a strategic role in the management and principals framework (Bintara et al., 2021; Waruwu, 2020). School is one of the most important factors in supporting the success of schools in achieving school goals that have been set. The principal is the manager of the education unit in charge of collecting, utilizing, optimizing all potential and human resources, environmental resources (facilities and infrastructure) as well as existing sources of funds to foster schools and the school community they manage (Fatah & Komariah, 2020; Maryati et al., 2020). Principals are successful if they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school.

Based on preliminary studies in MI Nurul Falah Mlayang Kecamatan Sirampog Kabupaten Brebes, it shows that some teachers still lack the drive to master challenges in teaching, are less developed and have not gotten the best in the learning process. Some teachers have difficulty in making syllabus and lesson plans, lack of discipline that is emphasized on teachers such as teachers arriving late and delaying entering class for various reasons, using learning methods and strategies, compiling evaluation tools, classroom management activities, and lack of ability in teaching and learning. determine approaches and methods of evaluation in the teaching and learning process. The principal's leadership has not been able to fully influence, mobilize, develop and empower teachers to be able to improve this performance, the principal has not been routinely conducting class visits, there is limited time to provide guidance and provide assistance to teachers in making syllabus and lesson plans.

Leadership style, talent, and leadership style learned and practiced in their application must be by the situation at hand (Bintara et al., 2021; Waruwu, 2020). The leader's leadership style will significantly affect the performance of employees or their subordinates. Leaders must be able to choose a leadership style according to the existing situation. If the leadership style is applied correctly and appropriately, it will be able to direct organizational and individual goals (Fatah & Komariah, 2020; Maryati et al., 2020; Prihatini et al., 2021). On the other hand, if the chosen leadership style is wrong and does not follow the existing situation, it will challenge the organization's goals. The principal is a functional teacher who is given to lead a school. The principal is a leader who is based on specific considerations. The mover also plays a role in controlling all teacher, staff, and student activities and, at the same time researching questions that arise in the school environment (Effendi et al., 2020; Suprpto et al., 2021).

Previous research findings also stated that the principal has a vital role in schools, so the principal's leadership style affects the school (AlAjmi, 2022; Navaridas-Nalda et al., 2020; Sahara, 2020). Other research findings also state that good school leadership will impact the success of education in schools (Kaso et al., 2021; Lukman et al., 2020). Various problems in the world of education regarding the quality and quality of education to improve teacher performance are one of the reasons for researchers to examine the influence of school principal leadership on teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency. This study aims to analyze the principal's leadership style and its relevance to teacher performance.

2. METHODS

This type of research is qualitative. This study uses a qualitative approach because it meets the characteristics of qualitative research, namely: the condition of the object of biological research, research as the main instrument, and descriptive, because the data collected are in the form of words, not numbers, more concerned with the research process using qualitative methods because there are some considerations, among others. First, the qualitative method focuses on explaining, so this method is more straightforward when dealing with many realities. Second, this method presents the nature of the

relationship between the researcher and the respondent directly. Third, this method is more sensitive and adaptive (Sugiyono, 2016).

Based on the object of research, both place and source of data, this research includes field research, including descriptive qualitative research. The nature of the data collected is qualitative, not quantitative, using measuring instruments, and the resulting data is also qualitative. The form of the data. Descriptive, namely in the form of written or spoken words from several teachers and observable actions. In this case, the researcher tries to explain the principal's leadership style on teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency. In this study, the theory collected is data about the principal's leadership style and relevance to teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency. The technique used to analyze the data is descriptive qualitative analysis.

3. RESULTS AND DISCUSSION

Results

Leadership is a person's behavior that can influence others. A leader is not only required to be able to carry out his duties and be alert in dealing with any existing problems, but also must understand and understand the desires and needs of each employee. Principal leadership is one of the factors that influence the quality of school quality. The application of the right principal's leadership style will have a significant influence in decision making, as well as in influencing teachers to do more efficient and effective work to achieve good teacher performance. MI Nurul Falah is located in an area of Brebes Regency, precisely in Mlayang Village, Sirampog District, Brebes Regency, led by a madrasa head from the area where the school was founded. He is a very disciplined person in working in achieving the goals/vision and mission, effectively. Principal leadership has a strategic role in the management framework and the principal is one of the most important factors in supporting the success of schools in achieving school goals that have been set. The principal is the manager of the education unit in charge of collecting, utilizing, optimizing all potential and human resources, environmental resources (facilities and infrastructure) as well as existing sources of funds to foster schools and the school community they manage. Principals are successful if they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school.

The principal of MI Nurul Falah has the competencies as a leader, who understands the existence of the school as a complex and unique organization, and is able to carry out the role of the principal as someone who is given the responsibility to lead the school. These competencies include personality competencies, namely: Having noble character, having personality integrity as a leader, having a strong desire to develop oneself as a school principal, having an open nature, having talents and interests in positions as educational leaders. By having a good personality, the principal will be a role model for educators and educators.

Management competencies include: planning, developing organizations, leading schools, managing change and school development, managing teachers and staff in order to make optimal use of human resources. With good management, the school's vision and mission will be achieved more quickly. better performance of educators and teaching staff and the creation of a good school environment. In Entrepreneurship, the head of MI Nurul Falah is able to create innovations that are useful for school development. The form of innovation is to be a role model for teachers and students in their schools, especially regarding entrepreneurial competence, work hard to achieve school success, have a strong motivation to succeed, never give up and have entrepreneurial instincts.

Furthermore, the supervision activities include: Designing an academic supervision program in order to improve teacher performance, carrying out academic supervision of teachers, following up on the results of teacher supervision. The stages of supervision carried out by the principal are: The initial stage or the preparation stage is the creation of a framework, the assessment instrument is prepared by the supervisor and the teacher should also know the indicators that are the object of the assessment. Furthermore, the teacher is notified when supervision will be held. The activities carried out at the preparation stage are first, assessing student learning achievement in a particular field of study. Second, preparing an instrument or instrument for observing class visits. Third, notifying the teacher who will be supervised including the time of the visit. Fourth, making an agreement implementation of supervision. Implementation Stage At this stage, the teacher carries out learning activities according to the lesson plan (RP) that has been made. Furthermore, the supervisor makes observations based on the instruments or observation guidelines that have been provided. The stages of implementing class visit supervision are as follows, first, the supervisor with the teacher enters the classroom where the learning process will take place. Second, the teacher explains to students about the purpose of the supervisor's arrival in the

classroom. Third, the teacher invites the supervisor to occupy the seat that has been assigned. Provided. Fourth, the teacher starts carrying out activities referring to the lesson plan (RP) that has been made.

Fifth, the supervisor observes the teacher's appearance based on the agreed observation format. Sixth, after the teacher finishes carrying out the entire series of learning activities, together with the supervisor leaves the classroom and moves to the teacher's room or coaching room. The final stage of supervising class visits is evaluation and reflection. The supervisor in this case the principal evaluates the things that have happened during the observation of the teacher during the learning process. The evaluation stage is a feedback discussion between the supervisor (principal) and the teacher. The atmosphere of the meeting is friendly, free from prejudice and non-judgmental. The supervisor presents the data objectively so that the teacher can find out the strengths and weaknesses during the learning process. The basis for feedback to the teacher is an agreement about the observation items used, so that the teacher realizes the level of success in carrying out learning.

In carrying out social competence, the head of MI Nurul Falah cooperates with other parties for the benefit of the school, participates in social activities, has social sensitivity towards other people or groups. The principal can work with the puskesmas to conduct health checks in the school environment, work with the police and the community to supervise students outside the school environment and work with companies or craftsmen to channel and hone students' abilities. The position of the Principal as a policy maker is very strategic in realizing the school climate through his leadership based on emotional intelligence. With emotional intelligence, it is hoped that it can change the paradigm of thinking of principals, teachers, and stakeholders, so that they can understand them properly and correctly. A good understanding will give birth to a commitment in implementing the vision and mission in order to be able to create a conducive school climate.

Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Teacher performance is the ability of a teacher to carry out learning tasks in madrasas and is responsible for students under his guidance by improving student learning achievement. Teacher performance is an important element in education, but it is also a determinant of the high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance is very decisive on the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process. From the description above, the performance can be analogized that the performance of a school as an organization, especially performance in the academic field (curriculum and students) is not seen from the physical aspect, but involves aspects: work ability, craft, discipline, work relations, leadership. or special matters in the academic field, both related to curriculum and student-education. This performance will be largely determined or considered by the activities of teachers and students.

While the teacher's performance in relation to the ability of the individual concerned will be very instrumental. There are three aspects of a teacher's ability, which include: personal ability; professional ability; and social skills or social abilities (Rochmen or Wijaja 2008). Personal abilities include Loyalty, is the determination and ability to obey, carry out tasks with full awareness and responsibility. Obedience, is the sincerity of a performance worker to comply with all applicable regulations and official regulations. Honesty is the sincerity of an educator in carrying out his duties and work and the ability not to abuse the authority that has been given to him. Professional abilities which include: Initiative, is the ability to make decisions, take steps or carry out main tasks without the necessary actions in carrying out main tasks without disturbing orders and guidance from other management. Leadership, what is meant is the ability possessed by a workforce to convince other people (other workers) so that they can be mobilized optimally to carry out their main tasks.

Social abilities or social abilities include: Cooperation, is the ability of a workforce to work together with others in completing a predetermined task and job, so as to achieve actual usability and results. Based on the explanation above, it can be concluded that the notion of teacher performance is the level of work success achieved by a teacher with the skills and expertise possessed in carrying out tasks in accordance with his work assignments. The achievement of maximum performance will not be separated from the role of bureaucratic leaders in motivating their subordinates to carry out their work efficiently and effectively. Performance as the level of achievement of results related to the operation of activities, programs and organizational missions. MI Nurul Falah Mlayang, Sirampog District, Brebes Regency, shows that the implementation of school principal leadership in aspects of teacher performance includes, teacher performance development, teacher performance monitoring, coaching discipline of education staff, giving motivation, giving awards, has not gone well.

An educational leader is a person who has a broader concept related to useful goals, and those goals affect the school and society. The leadership spirit of the principal is at stake in the process of fostering

teachers, administrative staff, and other school employees. As a leader, he must know, understand all things related to school administration and the potential possessed by the teachers, so that communication with teachers and school employees will help their performance, especially to solve problems faced by the school they lead. It is the principal's job to provide guidance to teachers so that ongoing learning and learning activities can run as expected. Carrying out coaching activities as well as supervision. "Supervision is a coaching activity that is planned to assist teachers and other school their work effectively". Therefore, coaching for each teacher is very important because it can support the smooth running of learning and learning activities.

With adequate teacher performance, the teaching and learning process can be completed in accordance with predetermined standards. Many tasks and work can be completed according to the set targets, the frequency of completion of assignments and work is very high, good cooperation from teachers, the emergence of new ideas and actions to solve problems that arise from teachers, high enthusiasm for resolve the problems that arise as well as high enthusiasm to carry out new tasks that have great responsibility. The professional competence of teachers, work motivation and work discipline is what really determines the performance of a teacher. These three aspects have a direct influence on teacher activities. Motivation will change the teacher's mindset to become a more motivated teacher to become a competent teacher, discipline will be able to build professional performance because with a good understanding of discipline, the teacher is able to observe the rules and strategic steps in carrying out the process of teaching and learning activities, while professional competence teachers will encourage teachers to further improve their professionalism so that the learning process can take place well, and learning outcomes are in accordance with the standards of completeness that have been set. Based on this, it can be presumed that there is a significant influence of the principal's leadership and teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency. Hypothesis Based on the theoretical study and framework of thinking that has been put forward, the research hypothesis can be formulated as follows. There is a significant influence of the principal's leadership on teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency

In this study, the authors describe the data from the questionnaire research that has been collected from 6 teachers and 1 principal of MI Nurul Falah Mlayang, Sirampog District, Brebes Regency in 2021. Utilization of this questionnaire aims to determine how the principal's leadership on teacher performance. The data obtained is the data of the independent variable and the dependent variable. Questionnaire items in this study amounted to 15 statements and were presented using alternative answers of always, sometimes, never with a score of always = 3, sometimes = 2, and never = 1. By using positive and negative statements. Furthermore, these indicators are used as guidelines to determine the percentage recapitulation of principals' leadership and teacher performance. In the implementation of filling out the questionnaire, it was done in a random way, namely the teacher assessed other teachers. With this random method, it is hoped that the assessment of performance will be more objective. In this study using 7 respondents consisting of 6 teachers and 1 school principal who will be used as research objects.

Discussion

Based on the research results on the influence of the principal's leadership style on teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency, the principal's leadership at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency is included in the robust category. Previous research states that a good principal's leadership style will affect schools (Kartini et al., 2020; Maryati et al., 2020; Prihatini et al., 2021). The average percentage of teacher performance questionnaires is included in the robust category based on the teacher performance assessment results. The results of this study indicate that the leadership style applied by the agency is democratic. The principal has a vital role in mobilizing and harmonizing all educational resources available in schools and using them as needed (Bintara et al., 2021; Elpisah & Hartini, 2019; Sahara, 2020). Hypothesis testing shows that leadership style has a positive and significant effect on teacher performance. This leadership style has a behaviour that likes to accept suggestions, opinions and criticism from subordinates. A leadership style that needs to be maintained, especially in the aspect of teacher involvement in decision making, and needs to be improved in parts where the leader must pay attention to the interests of teachers and the interests of the institution (Ariyani, 2021; Lukman et al., 2020; Suprpto et al., 2021).

The characteristics of a democratic leadership style are as follows: First, decisions and policies are made jointly between leaders and subordinates. Second, communication occurs reciprocally between leaders and associates and fellow assistants. Third, aides have many opportunities to convey suggestions, considerations, or opinions (Priyono et al., 2018; Suardana et al., 2018; Sya'roni et al., 2018). This research survey indicates that the teacher's performance is maintained in the aspect where every job given to the teacher is done carefully. Meanwhile, the teacher's performance that must be improved is in the element

where the teacher must be able to adapt to the work environment. Teacher performance is work performance or results both in quality and quantity achieved by human resources during a specific period in carrying out their work duties by the responsibilities they are given (Hasanah & Kristiawan, 2019; Ristianey et al., 2020). the stages of work management are as follows: First, the performance planning stage, and the performance planning stage. the second stage of performance implementation. The third is the performance appraisal stage. Four sets of performance improvement. The results of this study prove that leadership is someone who has the authority to give assignments and can persuade or influence others with a good relationship pattern to achieve goals (Hastuti et al., 2020; Kaso et al., 2021). So based on the analysis that has been done, there is a significant influence between the influence of the principal's leadership on teacher performance at MI Nurul Falah Mlayang, Sirampog District, Brebes Regency.

4. CONCLUSION

The results of this study indicate that the leadership style applied by the agency is democratic. Leadership style has a positive and significant effect on teacher performance. It explains that the more democratic the leadership style used, the higher the teacher's performance. This leadership style is happy to accept suggestions, opinions and criticism from subordinates.

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