

THE ROLE OF PRINCIPAL LEADERSHIP ON TEACHER'S PERFORMANCE OF PRIMARY SCHOOL TEACHER

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Abstract

The quality of education is determined by teacher performance because teachers are a central factor in the delivery of education. Principal leadership is needed as an effort to improve teacher performance. This study aims to determine the role of principal leadership on the performance of public elementary school teachers in Gunungwungkal District, Pati Regency. This research is a descriptive research. Data collection techniques using documentation, interviews, and questionnaires. The results showed (1) the role of the principal as an educator, namely involving teachers in seminars, training and workshops; (2) the role of the principal as manager, which is to regulate the division of teacher duties according to their main duties and functions; (3) the principal's role as administrator, namely managing personnel administration, learning administration, and financial administration; (4) the role of the principal as a supervisor, namely supervising teachers; (5) the role of the principal as a leader, namely leading in decision making; (6) the role of the principal as an innovator, namely developing innovative programs (7) the role of the principal as a motivator, namely providing motivation and encouragement to teachers.

Keywords: role, leadership, principal, performance, teacher

1. INTRODUCTION

This research is based on problems that have arisen in various public primary schools with regard to teacher performance. The development of science and technology which is increasingly advanced requires schools to be able to keep up with the times. Teachers are required to have quality competencies, be it pedagogical, professional, social, or personal competences. In addition, teachers must also have professionalism in their work, so as to ensure the quality and quality of education provided by schools.

The role of schools as an element that plays a role in improving the quality of education is in line with the national education objectives listed in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 which states that national education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of the intellectual life of the nation, aiming at developing the potential of students to become faithful and righteous human beings to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The role of schools in achieving these national education goals can be successful depending on the various components in the school, namely the school principal, teaching staff, administrative staff, students and parents of students. The existence of a good relationship between these interrelated components will improve the quality and quality of education in schools. For example, the role of

the principal in leading and carrying out his duties can affect the quality of teacher performance in the school. Good teacher performance will affect the quality of education [1]. This is in accordance with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 4, which states that the position of teachers as professionals functions to increase the dignity and role of teachers as learning agents to improve the quality of national education. There is a direct effect of principal leadership on improving teacher performance [2]. This means that the better the leadership of the principal, the better the teacher's performance. Principal leadership also has a significant relationship to teacher performance [3]. This means that the leadership role of the principal is needed to improve teacher performance.

Based on the description above, this study aims to determine the role of principal leadership on the performance of public elementary school teachers in District Gunungwungkal, Regency Pati.

2. LITERATURE REVIEW

Leadership is defined as the art and skills of a person in utilizing his strength to influence others to carry out certain activities directed at the intended goal [4]. Leadership is the process of influencing, mobilizing, motivating, and directing people in the organization to achieve goals [5]. From this description it can be concluded that leadership is the art and skill of a person in the process of influencing and motivating his subordinates to act and work as expected to achieve organizational goals effectively and efficiently.

Leadership in schools is carried out by the principal. So it can be said that principal leadership is the art and skill of the principal in the process of influencing and motivating his subordinates to act and work as expected to achieve school goals effectively and efficiently.

A school principal must be able to carry out his functions properly so that school goals can be achieved. The principal's function is as an educator (teacher), manager (director, resource mobilizer), administrator (administrative administrator), supervisor (supervisor, corrector, and evaluation), leader (leader), innovator, and motivator (motivator) [6]. The functions of the principal as a leader include: a) having the same treatment of subordinates, b) always giving advice and suggestions to subordinates in carrying out tasks, c) providing support to teachers, staff, and students in the form of funds, equipment, time and a supportive work atmosphere, d) able to motivate teachers, staff, and students to achieve common goals, e) create a sense of security in the school environment, f) always maintain integrity, g) generate enthusiasm and confidence in teachers, staff, and students, and h) always appreciate whatever is produced by those who are responsible [7].

Each principal has a different leadership style. The leadership style is divided into three, namely the autocratic leader, the participative leader, and the free rein leader [8]. The leadership style of the autocratic leader considers all policies and decision making centered in the hands of the leader. In the participative leader leadership style, the leader involves the opinions and thoughts of his subordinates in decision making. Whereas in the leadership style, the free rein leader, the leader delegates authority in decision-making to subordinates rather completely so that subordinates can control themselves in completing work.

Performance is defined as the work of a person or group of people in completing tasks and responsibilities to achieve goals [9]. Performance is the achievement shown by employees in completing tasks or performing tasks based on certain standards applied by superiors [10]. Performance shows the level of success achieved by someone in the field of work according to certain criteria and is evaluated by certain people, especially the boss concerned [11]. From these definitions it can be said that teacher performance is the result of teacher work both in quality and

quantity in carrying out tasks in accordance with their responsibilities which will determine success in achieving educational goals.

The success of schools in achieving educational goals is strongly influenced by the role of teachers. Teachers are the spearhead of education who have a strategic role in improving the quality of education. Teachers are at the forefront of education and play an active role in creating graduates who have high competency and quality of human resources. So that to achieve optimal educational goals, maximum teacher performance is needed.

The level of teacher performance is influenced by two factors, namely factors that come from within the teacher (internal) and factors that come from outside the teacher (external). Ability, skills, personality, perceptions, motivation to become a teacher, field experience, and family background affect teacher performance that comes from within the teacher himself. Meanwhile, the things that affect the performance of teachers that come from outside themselves are salary, facilities and infrastructure, physical work environment, and leadership of the principal [12]. In addition, the performance of a teacher is also influenced by dedication, professional development, teaching skills, communication, community relations, discipline, welfare, and work climate [13]. From these descriptions it can be concluded that many factors influence teacher performance, namely internal factors in the form of personality, motivation and skills as well as external factors in the form of experience, available infrastructure, and leadership of the principal.

3. RESEARCH METHODS

This research is a descriptive study that presents a description of events in accordance with the reality experienced by the research object without any special analysis. There are five stages of activity in this research, namely determining the research design, determining the object of research, determining the research instrument, collecting data, and analyzing data. This study focused on the role of principal leadership in improving teacher performance.

The leadership of the principal in question is the skill of the principal in the process of influencing and motivating his subordinates to act and work as expected to achieve school goals. The principal's leadership indicator is the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The object of this research is the principal and teachers of public elementary schools in District Gunungwungkal, Regency Pati.

Data collection was carried out through documentation, interviews, and questionnaires. Documentation is carried out to obtain supporting data, including school profiles, teacher data, school principal data, and teacher and principal achievement data. Interviews using interview guidelines were conducted directly with teachers and school principals. The interview aims to obtain information about teacher performance and the principal's efforts to improve teacher performance in their respective schools. Data analysis techniques include data collection, data reduction, display data, and conclusion drawing / verification. The questionnaire was given to teachers to get data about teacher performance. The questionnaire was arranged using a Likert scale to obtain appropriate answers to the problems being asked. The data obtained through observation sheets, interviews, and documentation are then reduced by sorting out important and relevant data. The data obtained is presented in tabular form for easy understanding. Conclusions based on valid data that has been obtained.

4. RESULT AND DISCUSSION

4.1 Documentation results

Based on the data obtained from the documentation, it shows that there are 21 public elementary schools in District Gunungwungkal, Regency Pati, which are divided into three

target areas, namely Ki Hajar Dewantara cluster, Pangudi Luhur cluster, and Budi Utomo cluster. The number of class teachers and subject teachers was 176 people and the number of school principals was 19 people. The educational background of the principal is 1 person magister graduate and 18 bachelor graduates from various public and private universities. The educational background of the teachers is 3 magister graduates, 170 bachelor graduates, and 3 Diploma II graduates. The number of teachers who have won championships in regency level competitions is 5 people, while the principal who has won championships in district level competitions is 1 person.

4.2 Interview results

Interviews were conducted based on interview guidelines and were conducted on 5 school principals and 20 teachers, both classroom teachers and subject teachers who were taken randomly. The results of the interview are presented in tabular form as follows:

Table 1. Recapitulation of interview results

Principal Functions	Efforts Made
Educator	Principals include teachers in seminars, training, and workshops.
Manager	Principals regulates the distribution of teacher duties according to their main duties and functions and involves all teachers in school programs.
Administrator	Principals manages the staffing administration, learning administration, and financial administration.
Supervisor	Principals supervises teachers including supervision of learning devices and supervision of the learning process.
Leader	Principals takes the lead in making decisions.
Innovator	Principals compile innovative programs such as extracurricular programs, diversity programs, and entrepreneurship programs.
Motivator	The principals give motivation and encouragement to teachers, rewards to excellent teachers.

From table 1 it can be seen that the leadership role of the principal is quite good. Principals involve teachers in various training, seminars and workshops to improve teacher skills, provide encouragement, enthusiasm, motivation, and advice to teachers to carry out their duties. The principal is able to manage teacher duties and is responsible for administration related to staffing, learning, and financial administration. The principal carries out supervision in the learning planning and learning process. The principal also has interesting programs to encourage school progress.

Various efforts have been made by the principal to encourage the improvement of the performance of public elementary school teachers in Gunungwungkal District, Pati Regency. The ability of a school principal to carry out his function and role as a leader shows his success in managing the school [14].

4.3 Questionnaire results

Researchers distributed questionnaires to 30 teachers to obtain information about teacher performance. The results of the questionnaire are presented in the following data:

Table 2 Questionnaire Results

No	Questions	Answer	Score
1	Teacher prepares a lesson plan.	Always Often Sometimes Never	5 17 7 1
2	Teachers carry out learning using various media and methods.	Always Often Sometimes Never	8 12 10 0
3	Teachers assess and evaluate student learning outcomes.	Always Often Sometimes Never	18 9 3 0
4	Teachers carry out improvement and enrichment programs.	Always Often Sometimes Never	2 16 10 2
5	Teachers carry out professional development as needed.	Always Often Sometimes Never	7 16 7 0

Table 2 shows that 16.7% of the teachers always prepare lesson plans, while the remaining 56.7% said they often, 23.3% said sometimes, and 3.3 percent said they never. In the use of interesting learning methods and media, 26.7% said always, 40% said often, 33.3% said sometimes. 60% of teachers stated that they always assess and evaluate student learning outcomes, 30% say often, 10% say sometimes. In the implementation of the improvement and enrichment program as much as 6.7% stated always, 53.3 said often, 33.3 said sometimes, 6.7% said never, while in the implementation of professional development 23.3% of the teachers said they always carry out , 53.3% said often, and 23.3% said sometimes.

The results of the questionnaire showed that most of the teachers had compiled lesson plans, used various learning media and methods, carried out assessments and evaluated student learning outcomes, and carried out professional development. Most of the teachers have also implemented improvement and enrichment programs.

The quality of education cannot be separated from the role of teacher performance. Quality of education will be difficult to achieve without good teacher performance [15]. Therefore, efforts to improve teacher performance are very important to create a quality education condition.

5. CONCLUSION

Based on the description and data analysis, it can be concluded that the principal has made various efforts to improve teacher performance in his role as educator, manager, administrator, supervisor,

leader, innovator and motivator. The performance of public elementary school teachers in District Gunungwungkal, Regency Pati has been good. The teacher has prepared a lesson plan, used a variety of media and learning methods, implemented improvement and enrichment programs, carried out assessments and evaluations of student learning outcomes, and carried out professional development.

The leadership role of the principal can encourage an increase in teacher performance, for that it is better if the efforts of the principal in improving teacher performance need to be improved.

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