

The Role Of School Principal Leadership On Teacher Performance

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Abstract: *The school principal occupies an important role in directing all existing school personnel, so that they can work together to achieve goals school. Effective school principal leadership behavior influences teacher performance. The problem in this research is leadership patterns principal on teacher performance at SMP Negeri 1 Candipuro Regency Lumajang and the role of school principal leadership on performance teacher at SMP Negeri 1 Candipuro, Lumajang Regency. The purpose of this research namely knowing the leadership patterns of school principals on teacher performance in SMP Negeri 1 Candipuro Lumajang Regency and know the role The principal's leadership on teacher performance at SMP Negeri 1 Candipuro Lumajang Regency. This research uses a qualitative approach with conduct in-depth interviews. The research results show Leadership the principal carried out at SMP Negeri 1 Candipuro has humanistic leadership and transformational leadership. Humanistic leadership such as principals regards teachers as Colleagues are not superior to subordinates but rather like parents and children. Role Principal leadership in improving teacher performance in junior high schools Negeri 1 Candipuro can be concluded that the leadership role of the head schools are able to improve teacher performance. In order to improve teacher professionalism, the principal encourages teachers to follow training and seminars. The performance of teachers at SMP Negeri 1 Candipuro is classified as good category. The teachers have prepared teaching tools such as methods and media that will be used to explain the material before entering class. In conclusion, the leadership role of the school principal influences performance Teacher.*

Keywords; Principal; Leadership; Teacher Performance

1. INTRODUCTION

The principal is a teacher who is appointed to carry out school leadership or is assigned to be a school leader to advance and accelerate the achievement of school goals. The school principal has an important task in directing all existing school personnel so that they can work together to achieve school goals. The principal's effective leadership behavior influences teacher performance. As a leader, the principal reflects his responsibilities by mobilizing existing resources in the school.

Much research has been conducted regarding the role of school principals on teacher performance. Ulfi Amali Mufidah's research (2018) aims to look at the role of school principals as leaders. Erus Rusdiana's research (2018) aims to describe and analyze the leadership role of school principals as educators. Erlin Susmiati Pratiwi's research (2020) aims to describe the role of the principal as a leader and manager in developing teachers' professional competence and understanding the material at Al-Furqan Middle School. Meriyam's research (2023) aims to describe the role of school principals in improving the quality of education at Ruhama Islamic Middle School, Ciputat Timur.

Although there has been a lot of previous research related to the role of school principals, previous research has paid less attention to the role of schools on teacher performance.

Previous research focused on the role of the principal in teacher motivation, the role of the principal as a leader, the role of the principal as an educator, the role of the principal as a leader and manager, and the role of the principal in improving the quality of education. Until this research was carried out, there had been no research related to the role of school principals on teacher performance based on the role of the principal himself as a transformational and humanist leader in carrying out performance in an institution.

Initial observations that have been made include school principals who have carried out their role as leaders to improve teacher performance, namely by involving teachers in seminars and training and providing motivation. The seminars and training provided are intended to improve the quality and abilities of teachers. When teachers' abilities increase after attending training or seminars, it is hoped that they will be able to improve the quality of their teaching. Good and improving teaching quality will also have an impact on improving the learning provided to students, and this will directly affect the quality of students.

The main contribution or novelty in this research is expected to be able to reduce the gap in previous research regarding the role of school principals at the junior high school level in improving teacher performance. The expected theoretical implication is to focus on developing knowledge, especially in the field of education regarding the role of school principal leadership on teacher performance. The practical

implications expected in this research are as a basis and evaluation material to determine strategic steps that will be taken by schools, especially junior high schools in Lumajang Regency regarding the leadership of school principals in improving teacher performance. This research is also expected to be able to provide comprehensive data and facts regarding the role of school principals in improving the performance of junior high school teachers in Lumajang Regency.

The problem in this research is how does the principal's leadership pattern affect teacher performance at SMP Negeri 1 Candipuro, Lumajang Regency? and What is the leadership role of the principal on teacher performance at SMP Negeri 1 Candipuro, Lumajang Regency? The purpose of this research is to determine the principal's leadership pattern on teacher performance at SMP Negeri 1 Candipuro, Lumajang Regency and the role of the principal's leadership on teacher performance at SMP Negeri 1 Candipuro, Lumajang Regency.

2. METHOD

Research is one way for someone to reveal facts and events that occur. Research according to Creswell (2018: 5) is "a procedure of steps used to collect and analyze information to increase understanding of a topic or issue". This research raises issues related to the role of school principal leadership on teacher performance. This research focuses on the use of qualitative research which leads to free and holistic long explanations (Thick Description). This research aims to find out, study and understand the role of school principal leadership on teacher performance. This research approach is a qualitative approach. According to Creswell, qualitative research begins with assumptions, an interpretive/theoretical lens, and a study of research problems that examine how individuals or groups interpret social or humanitarian problems (Creswell, 2018: 87-88).

This research uses primary data obtained from related agencies. This research was carried out at Junior High Schools in Lumajang Regency Middle School in June-July 2024, to be precise at SMPN 1 Candipuro. The research informants were the principals and school community of SMPN 1 Candipuro. The school principal is a key informant because the principal has more knowledge and information about the phenomenon being studied. The key informant is the Head of SMPN 1 Candipuro. Other informants were the Deputy Principals, teachers and the school community in general.

3. DISCUSSION

Based on the data that researchers found through observations, interviews and documentation searches at SMPN 1 Candipuro, the researchers can explain the leadership patterns of school principals on teacher performance as follows

Transformational Leadership

School leadership has the characteristics of transformational leadership which is in accordance with Pancasila, namely deliberation and accepting other people's

opinions. In terms of decision making, the principal listens to other people's opinions, namely involving the school community, community groups and student parents. The school principal actively involves the community through school committees and associations. Committees and associations provide various ideas so that ideas not only come from within but also come from outside the school.

The school community is given the freedom to express opinions for the progress of the school. For example, when teachers give opinions in order to improve teacher competence, they can use batik. The school principal as executor then holds discussions with the treasury department regarding the funds needed. It can be said that various suggestions that support the progress of the school are discussed first and then the principal makes a decision regarding which suggestions should be implemented. This gave rise to a positive response from the school community which then formed a sense of mutual trust between one another. The principal carries out management well with the assistance of his three deputies so that he is able to carry out his duties and responsibilities well (IM Interview, 22 June 2024). A good school principal is a school principal who reviews opinions from various parties. In the meeting, teachers can give their opinions, examples of which, in order to improve the teaching and learning process, need to have an LCD. So you need to try or apply to purchase an LCD. Using an LCD helps students not get bored in class. With more complete facilities, teaching and learning conditions will be better and the process will be maximized.

In his leadership, the principal opens consultations for teachers, staff and the school community. For example, when a teacher finds it difficult to choose a suitable learning method. The teacher will consult to ask the principal for advice. Consultations with schools are usually carried out by teachers such as guidance regarding suitable learning materials and methods, also related to the preparation of learning tools (Interview with Mrs. PW, 22 June 2024).

The principal gave the same opinion as the teacher. In connection with consultations by teachers, the principal as supervisor carries out learning implementation such as lesson planning, learning implementation and post-learning so that it is in accordance with predetermined competencies (Interview with Mrs. ATK, 24 June 2024).

The principal in carrying out supervision aims to improve teacher performance. The school principal also opened consultations to teachers who felt difficulties during planning and the learning process. The suggestions given by the principal are able to improve teacher performance based on their experience.

Based on the transformational leadership theory of Aneja and Deveshvar, (2014), the principal of SMPN 1 Candipuro has 4 main dimensions, namely inspirational motivation, personal consideration, intellectual stimulation and ideal influence. The principal provides inspirational motivation to

teachers to continue to develop, the principal provides criticism and suggestions to teachers who have difficulty both in determining teaching tools and learning methods that are suitable to be applied in the classroom, the principal provides intellectual stimulation by encouraging teachers to follow seminars and training to improve abilities in their respective subject areas, as well as providing good examples as leaders.

Humanistic Leadership

The principal of SMPN 1 Candipuro in leading the school uses humanistic leadership methods. Based on the results of an interview with a teacher, Mrs. PW said that "SMPN 1 Candipuro, the principal of the school, Mrs. Amin Tri Khasanah, applies humanist leadership, namely where the principal treats teachers according to the competencies possessed by the teachers" (Interview with Mrs. PW, 22 June 2024).

Another teacher believes that the principal's leadership in the leadership aspect, the principal applies humanistic leadership, namely the principal applies the principles of education from Ki Hadjar Dewantara not only to students but also to fellow teachers, other educational staff with the 5 S acculturation (greet, greeting, smile, polite, courteous) (Interview with Mr. IM, 22 June 2024). The principal believes that teachers at school are not subordinates but colleagues who must be treated well. The relationship between the principal and the teacher is not a superior-subordinate relationship, a kind of parent-to-child relationship. The school principal adheres to Ki Hadjar Dewantara's philosophy of parent-child relationships, where the parent-child school principal guides the teachers regarding performance, with attitudes that are very well directed by the school principal.

The principal's humanistic leadership also applies in various activities at school. One of them is related to teachers who have achievements. The principal provides various rewards in the form of support such as:

"Regarding teacher performance, this is a matter of appreciation or reward, it's not what it is, it's not material that should be given a gift or not, but just a thank you, a motivational speech to fellow teachers, that's a positive appreciation for the teacher's words, because there is positive appreciation. , the teacher will feel happy, oh my performance is appreciated, oh my performance is really appreciated by the principal" (Interview with Mr. IM, 22 June 2024).

The school principal not only gives rewards in the form of words and motivation, he also holds family gatherings. Family gatherings function so that school principals and teachers strengthen their relationship with each other.

Other teachers also have opinions that are in line with what was conveyed by the deputy principal. In appreciating teachers who excel, the principal gives a reward in the form of "Mrs. Amin Tri Khasanah, although not always yes, but she will still give appreciation to teachers who have good

performance, usually even though it is with congratulations, thank you" (Interview with Mrs. PW, 22 June 2024).

The principal believes that

"Yes, usually I gather teachers in general at official meetings or in humble activities, then individually or in groups I usually call them together, for example, we can provide support or explain things that need to be carried out during learning, you can also "Individually, I call them to the principal's office in various ways, generally, as a group or individually" (Interview with Mrs. ATK, 24 June 2024).

The moral support given by the school principal is not only in the form of material rewards, with positive appreciation or thanks or congratulations to teachers and students who excel, it is a form of moral support, that the teacher is able to provide positive performance, is able to bring the school's good name or other support. Other support, for example teachers who are involved in district activities or with the teacher mobilization program, here the school principal is very supportive and very supportive of the programs from the Ministry of Education.

Awards or rewards are not only in the form of thanks but also actions such as providing family gatherings together. The principal gives rewards or prizes such as

"Other forms, for example every time, not always, for example at the end of the school year, for example a semester family gathering, teachers and their families are invited to places where they can refresh (family gatherings)..... yes, because this school is also a shared responsibility, right? "So it's not only the responsibility of the principal, the principal also receives input or suggestions or opinions from members of the educational unit including the committee" (Interview with Mrs. PW, 22 June 2024).

The principal thought

"Yes, of course, usually, for example, if the performance is good or very good or he has given a good performance, what do we give the award, whether verbally or in writing, if in writing it is usually in the form of a plaque, if verbally, congratulations, this lady has taken part in the competition, what kind of winner, if at school. given in writing, it is usually given in the form of an award certificate, for example the class is the best class in a cleaning competition, for example, so the award is always there, both verbally and in writing" (Interview with Mrs. ATK, 24 June 2024).

School principals who have humanistic leadership give appreciation to teachers who excel. Appreciation can be done verbally or in writing, such as in the form of a charter. Appreciation or appreciation given by the school principal has a positive effect on teachers. Teachers feel cared for and appreciated so that they continuously improve their achievements. Appreciation or awards given to schools also motivate other teachers to be able to excel in their respective fields. In this case, competition occurs between teachers to be able to excel.

The results of the research analysis of research findings related to the leadership role of the principal at SMP Negeri 1 Candipuro can be concluded that the principal's leadership uses transformational leadership and humanistic leadership. Humanistic principal leadership where the principal applies teachers according to their respective competencies and is considered as a colleague, not a subordinate. The principal considers teachers as colleagues so he treats them well. This means that the relationship between the principal and the teacher does not have a relationship like that of a superior and subordinate, but rather a relationship between parents and children. This is in accordance with Ki Hajar Dewantara's educational principles which are applied not only to students but also to teachers. In accordance with Mrs. Nia's opinion, the principal has a humanist nature towards the entire school community. Another opinion was also expressed by Mr. IM, namely that the school principal applies humanistic leadership. The principal in his leadership always cultivates a smile, greetings, greetings, politeness and politeness.

School leadership that shows a humanistic attitude is also demonstrated by giving awards to teachers who excel. Awards are not only thanks but also giving gifts such as holding family gatherings. The principal also provides moral support to the school community. The moral support provided by the school principal has a positive impact on the school community. In accordance with Mr. IM's opinion, the moral support provided has a positive impact, namely that with appreciation, teachers will feel happy and feel that their performance is appreciated. This is supported by Mrs. Nia's opinion that the school principal always provides positive support or appreciation for the teachers. The two opinions above are in accordance with what was conveyed by the Principal that the principal gives positive appreciation both verbally and in writing in the form of a charter to those who excel.

The principal also carries out transformational leadership which is characterized by accepting other people. In every decision making, the principal always listens to other people's opinions. For example, as stated by Mr. IM, in meetings the principal gave teachers and staff freedom of opinion. Another transformational leadership demonstrated by the Principal is by opening consultations with teachers and staff. For example, if a teacher finds it difficult to choose a suitable learning method. Mrs. Nia said that the school principal gave advice to teachers who carried out consultations regarding learning. Her mother gave the example of a teacher consulting with the principal to choose the method used for the material to be presented in class. The principal then provides suggestions so that a suitable method can be found for the subject matter. The principal also said that when carrying out supervision teachers are usually consulted in order to improve their performance. The principal then provides suggestions regarding steps that must be taken.

The Role of Principal Leadership in Improving Teacher Performance

The principal pays great attention to teachers regarding teacher performance. School principals also have a critical nature regarding improving teacher performance.

"Mrs. Amin, she really has extraordinary attention, she is very critical, so if there is one of the teachers whose performance is not up to par, of course she will invite one of the ladies and gentlemen whose performance was not up to par to be taken to her room personally. with one eye, that's where he will provide direction and guidance" (Interview with Mrs. PW, 22 June 2024).

The principal also assigns senior teachers to provide guidance for teachers who are still experiencing difficulties in the learning process or otherwise. Teachers, especially young teachers, certainly need guidance from senior teachers who have decades of learning experience.

"The principal's expectations are the final result. If there is a teacher who, oh, this teacher will not meet expectations if I let him, then before the final result, we support, we will coach, we will assist the teacher in achieving results that are in line with expectations." (Ms. PW Interview, 22 June 2024).

The principal's expectation is that teacher performance is in accordance with the school's vision and mission. The role of the school principal in realizing teacher performance in accordance with the vision and mission promoted by the school, namely

"Here the principal is mainly assisted by the Waka-Waka and the PKB team and the supervision team create a program with a performance assessment program, but the education staff already have a program through the respective programs for the education staff, cleaning staff or school assistants. There is also that as real material, and at the end of the principal's learning there is an evaluation, of course there will be a final assessment from the principal." (Interview with Mr. IM, 22 June 2024).

To ensure teacher performance is in line with the school's expectations and vision and mission, the principal also carries out control well.

"Of course, in this case, controlling through performance assessments, sir, so the principal at the beginning of the semester invited the teachers, come on, ladies and gentlemen, immediately make a performance plan, if now it's 6 months, then there are 2 a year, but now it's through PMM, it's not just civil servants or "ASN only, but here GTT is also asked to make a performance assessment as well, well apart from the performance assessment there is also an additional assessment there related to the RHK and planned performance results" (Interview with Mr. IM, 22 June 2024).

The school principal encourages teaching staff to meet the assessment standards in PMM. If there are educators who have less than the minimum points, then the school principal is assisted by a team to control them so that the educators meet the minimum standards. Observations and assessments are carried out to determine the performance of

teachers. Furthermore, after the assessment, the principal reflects and provides suggestions to the teachers.

It is further said that

"To increase teacher professionalism, of course teachers must be competent. In this way, the principal encourages teachers to always learn to be able to learn independently through PMM. Learning to be sent to training is very encouraging. The granting of permission is very welcome for the encouragement of teacher professionalism by Mrs. amen" (Interview with Mr. IM, 22 June 2024).

The principal pays full attention to improving the professionalism of teachers in the classroom. The principal encourages teachers to develop professionalism but still pay attention to the students in class. If there is a teacher who takes part in seminars, training or other activities that can help improve professionalism, then the principal gives directions so that the class left behind is looked after and looked after so that no students are left behind or not served well.

The school principal also expressed the same thing in obtaining teacher performance that was in line with the school's expectations and vision and mission. The school principal carries out supervision in the form of supervision. This supervision not only supervises but also provides assistance when teachers carry out learning, their performance will always be monitored and they will always supervise, evaluate and invite teachers together to reflect so that it is in accordance with the school's vision and mission.

The principal's leadership is related to improving teacher performance, not only providing supervision but also providing suggestions and advice to teachers. These suggestions and advice serve to maintain or improve teacher performance during the learning process. So, with advice and direction, when the implementation of learning is not appropriate, they will be directed to revise the plan. If the plan is revised, the next learning plan will certainly be better.

"For the good of education, especially in teaching and learning activities, the principal always provides motivation or encouragement, where every day after learning activities while waiting for the necessary, there is a program called SK PMM, so every Monday to Thursday it is half past two until 2 o'clock, we "always gathered in one place in the meeting room, the principal always provides motivation with the hope that the teachers will improve their competence by learning through PMM" (Interview with Mrs. PW, 22 June 2024).

The leadership role of the school principal in relation to facilities and infrastructure as explained in attachment 4 is quite adequate. This opinion is reinforced by the teacher's statement.

"So it is very much in accordance with the independent curriculum because SMP 1 Candipuro is also a driving school, then how does the principal provide adequate facilities for the first learning process, ladies and gentlemen, teachers are given the means to improve their competence, for example by taking

part in training either independently. or together" (Ms. PW Interview, 22 June 2024).

The vice principal also gave a similar statement. The vice principal said that.

"Yes, regarding facilities, of course the principal evaluates through educational report cards, for example, there is a lack of internet facilities. We have a superior program here, Mrs. Meli. We have something called digital day. Digital day means one day of learning using digital access, so you can use a tablet, you can use a connected laptop cell phone. with an internet connection" (Interview with Mr. IM, 22 June 2024).

The facilities provided by the Principal through evaluations carried out with the school community can make the school better. Teachers' performance during the learning process is made easier by the existence of supporting facilities. The school principal continuously pays attention to facilities and programs so that they are in accordance with the school's vision and mission.

Based on Newman et al's role theory, school principals have implemented the four aspects of the theory. The principal creates an environment that makes it easy for teachers to improve their knowledge and skills by attending seminars and training, the principal provides a good learning atmosphere for teachers and students, the learning program is adapted to the independent curriculum, and provides adequate facilities such as training implementation of an independent curriculum, use of technology, and other facilities that support the achievement of learning objectives.

Analysis of research results related to the role of school principal leadership in improving teacher performance at SMP Negeri 1 Candipuro, it can be said that the role of school leadership is able to improve teacher performance. The school principal has great attention to teacher performance. According to Mrs. Nia, the attention given by the principal in order to improve teacher performance is that the principal will invite teachers whose performance is not up to par to a private room where they will then be given direction and guidance. Apart from that, the principal also assigns senior teachers to provide guidance for teachers who are still having difficulties during the learning process.

The principal also looks at whether the teacher's performance is in accordance with the school's vision and mission. The principal, assisted by the deputy principal, creates a program to assess teacher performance. Apart from creating an assessment program, the school principal also controls the performance of teachers. According to Mr. IM, the school principal controls the performance assessment of teachers at the beginning of the semester by jointly creating a performance plan for 6 months through the PMM application. During the implementation, control is carried out by the principal and deputy principal and then carry out reflective revisions based on the RHK. At the end of the semester the principal will cross-check the assessments for one semester.

To encourage improvements in teacher performance, school principals encourage teachers to study independently by attending training and giving permission if teachers want to take part in training or seminars. The school principal also pays attention that if teachers take part in training or seminars, there are substitute teachers so that students are not left behind or not served well in order to create professional teachers. Motivation and encouragement is given by the Principal at SMP Negeri 1 Candipuro. Every Thursday, the principal and teachers gather in a meeting room where the principal will later provide motivation and hope that the teachers will improve their performance through the PMM application. The principal also conveyed the shortcomings or weaknesses of the teachers so that later they would be able to improve their performance for the better. This performance improvement was also carried out jointly by other teachers in the meeting room.

4. CONCLUSION

Based on the research results, it can be concluded that.

1. The principal's leadership at SMP Negeri 1 Candipuro has humanistic leadership and transformational leadership. Humanistic leadership such as school principals considers teachers as colleagues, not as superiors or subordinates, but as parents and children. The transformational leadership shown by the principal such as providing space for teachers who find it difficult by opening consultations. In this consultation, the school principal provides suggestions regarding the problems faced by teachers.

2. The role of the principal's leadership in improving teacher performance at SMP Negeri 1 Candipuro. It can be concluded that the principal's leadership role is able to improve teacher performance. In order to increase teacher professionalism, school principals encourage teachers to take part in training and seminars. The principal opens the door as wide as possible for teachers who want to learn to improve their professionalism and later the class left by the teacher will be replaced by a substitute teacher. So that students are not neglected or have empty hours. The school principal also carries out direct control regarding teacher performance. Apart from controlling the principal, the principal also holds a meeting where the principal will provide motivation and moral support and convey the shortcomings of the teachers which will later be corrected together by other teachers in the meeting room.

3. The performance of teachers at SMP Negeri 1 Candipuro is in the good category. The teachers have prepared teaching tools such as methods and media that will be used to explain the material before entering the class. Teachers have also used the independent curriculum in their learning, although its implementation is not yet 100%.

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