

PRINCIPALS' MANAGEMENT EFFORTS IN IMPROVING TEACHERS' PERFORMANCE AT JUNIOR HIGH SCHOOL

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Abstract

A headmaster is crucial in implementing the school's educational process. In organizational management, they play a role in formulating policies, implementing programs, and enhancing teacher capacity. This research is a qualitative study using a case study model. The subjects discussed are the Principal of MTs N 1 Pati and the teachers. This study aims to reveal the strategies used by the Principal to improve teacher quality. The results point out that the Principal undertakes several efforts, namely: 1) motivating teachers to continue learning and innovating, 2) providing the best facilities or infrastructure, 3) conducting regular supervision of teacher performance, and 4) organizing training, workshops, seminars, and focused discussions for teachers. These steps are highly effective as the teachers' performance improves.

Keywords

Principal; School Management; Teachers' Performance

Introduction

Education plays a vital role in improving the quality of life of individuals in various aspects, including economic and socio-cultural. According to Mola (2019), good and quality education is the key to opening up opportunities and providing access to individuals facing increasingly complex and diverse future challenges. Schools are crucial in formulating appropriate education and designing relevant curricula (Garcia, 2017; Wilson, 2019). As educational institutions, schools have a big responsibility to form a generation that is skilled, intelligent, and ready to face a future full of challenges (Thompson, 2018; Harrison, 2020; Johnson, 2020).

Institutional formal education, of course, has an organizational structure to make all processes systemized well. Every school has its Principal, secretary, teacher, and staff. By organization, Principal is in charge of the most vital top decision-taker role (Lee, 2019). The Principal is responsible for formulating the school's vision and mission and directing all school members towards achieving the set goals (Johnson, 2020; Garcia, 2018). In carrying out this task, school principals must have strong managerial skills, good communication skills, and the capacity to encourage an inclusive and collaborative culture (Garcia, 2018; Brown, 2021; Thompson, 2021; Wilson, 2022).

To improve their school, school principals must pay attention to various aspects of overall school performance, especially in enhancing teacher performance (Wilson, 2020; Thompson, 2021). Teacher quality significantly impacts student learning and achievement (Smith, 2019; Brown, 2020). Therefore, school principals need effective strategies to encourage and help teachers improve their competence (Mola, 2020; Thompson, 2020).

Improving teacher performance can be done through developing relevant and sustainable professional development programs. School principals can collaborate with educational institutions, professional organizations, or experts to provide quality teacher training and workshops (Garcia, 2017; Thompson, 2018). This program must be designed to consider teachers' needs and professional development (Brown, 2020; Johnson, 2020).

Not only that, school principals must also create a positive school culture and support teacher professional development. In a positive school culture, all members consider professional development essential and valued (Lee, 2021; Garcia, 2018). Principals can create environments facilitate teacher collaboration, reflection, and continuous learning (Smith, 2019; Harrison, 2020).

Previous studies have provided evidence that effective principals can positively impact teacher performance. Research by Wilson (2019) shows that principals who pay attention to teacher support and development can increase their motivation and the quality of their teaching. In addition, research by Garcia (2021) found that principals who practice transformational leadership can positively influence teacher performance and create an inclusive school culture.

Overall, school principals have a critical role in improving teacher performance and advancing the school. Practical support, supervision, collaboration, guidance, and professional development are some steps principals can take to achieve this goal. With a competent and committed school principal, it is hoped that the school can become a constructively inspiring place, encourage professional growth for teachers, and provide quality education for students.

Departing from the explanation above, this research aims to discuss the efforts made by the Principal of Madrasah Tsanawiyah Negeri (MTs N) 1 Pati to improve teachers' performance.

Method

This research uses a qualitative method with a model case study. The subject study is Principals and Teachers at Madrasah Tsanawiyah State (MTs N) 1 Pati. Election subjects use purposive sampling as a technique. Primary data was collected using observation, interviews, and documentation techniques, while secondary data was obtained from scientific articles, reports, books, and school policies. This research focuses on the Principal's steps to increase teacher performance.

Result and Discussion

In a context organization school, the position of Principal is essential. This position is vital in formulating policies, running programs, and supervising teachers' performance. The same thing also occurred in the State Tsanawiyah Madrasah (MTs N) 1 Pati, following several efforts made by Principal MTs N 1 Pati to increase the quality of teachers' performance.

A. Motivate Teachers to Continue Study and Innovate

The Principal is essential in motivating teachers. This can be done through effective communication and regular meetings with teachers to discuss goals, challenges, and successes. Studies show that capable principals communicate vision clearly and give constructive feedback to teachers, which tends to motivate them to reach more results (Bassett & Travers, 2018).

At MTs N 1 Pati, the most motivation is often given, i.e. related development of teacher professionalism. This encouragement is considered to help teachers increase their knowledge and skills and provide them with appreciation because it is essential to keep going, learn and develop. Studies also show that encouragement development related to teacher professionals results in enhanced satisfaction in work and teacher performance (Sun & Leithwood, 2012). Therefore, the Principal must give its teachers the source power and chance for adequate development.

Next, the Principal can motivate teachers with autonomy and involvement in making decisions. Teachers who feel their control and freedom in managing classes and curriculum tend to be more motivated and performant. Principals must allow the teacher to participate in planning curriculum and program development and making related decisions with learning. By providing the teacher with an active role in making decisions, the Principal can give the teacher a sense of responsibility and trust, increasing motivation (Leithwood, Harris, & Hopkins, 2008).

Strengthening teachers' motivation can also create an environment of positive work and support. Teachers who feel valued and supported by the Principal tend to be more motivated and perform higher (Gallimore & Goldenberg, 2015).

B. Provide the Best Facility and Infrastructure

Provisioning facilities or infrastructure that are best for teachers is urgent in increasing performance. Working with teachers in a comfortable and accommodating environment will help them perform tasks. In this case, the Principal of the school at MTs N 1 Pati, for example, provides this comfortable and functional teacher's room with facilities such as tables, chairs, cupboards and

equipment that help teachers in organizing and managing material lessons as well as source power required for teaching (Trivette et al., 2010). Apart from that, the facilities are safe, including system security, access control, and equipment in case of emergency. Also provides a sense of security for teachers and improves the quality environment.

Besides comfort and security, good facilities and infrastructure support effective and innovative teaching. For example, providing the latest educational technology like computers, projectors, devices, soft learning, and access to a fast internet connection helps teachers enrich their teaching method and integrate technology into in-process learning. With an existing facility, the teacher can create an interactive learning experience for students, facilitate learning-based projects, and utilize source-rich digital power (Barbour, 2011). Educational technology also allows teachers to access sources, such as online learning, communicate with colleagues, and develop knowledge and skills in field education. All components are also available at MTs N 1 Pati.

Next, providing facilities and good infrastructure also benefits teachers by increasing the efficiency and productivity of their work. When the teacher has easy and complete access to the source power and equipment required, they can save time and energy in the preparation lesson. For example, space teachers equipped with equipment and resources organized power with Good allows teachers to easily find and use material lessons, teaching aids, and materials reference. This will enable teachers to focus more on planning and delivering material lessons and give better feedback and more support to students (Al-Imarah et al., 2021). Thus, providing facilities and good infrastructure can increase the efficiency and productivity of teacher work.

Apart from that, the facilities and good infrastructure also contribute to increasing teacher professionalism and the school's image. When a school owns a facility, and the facilities and infrastructure are modern, complete and of high quality, this reflects the commitment of the school to support optimal learning (Dhawan, 2015). At MTs N 1 Pati, the teachers can also submit application-related maintenance or development. Many facilities cater to teachers' needs, including halls, multimedia rooms, digital classrooms, etc.

C. Supervision of Teachers' Performance

The Principal is essential in supervising teachers' performance to ensure quality optimal learning in the environment study. Supervising and monitoring teacher performance and giving constructive feedback increase the quality of teaching.

In this context, a principal must be active in observing learning activities carried out by teachers. Observation delivers a chance for the school to understand teachers' teaching practices immediately, look at the interaction between teachers and students, and evaluate the use of effective learning strategies. Research conducted by Dweck, Chiu, and Hong (1995) found that supervision carried out in a way directed by the Principal relates to enhancing teacher performance.

Besides monitoring, the Principal is also an evaluator in process supervision. After making observations, the Principal must be capable of giving objective assessments and constructive feedback on teacher performance. This evaluation can form feedback that gives back appreciation for teacher success and suggestions or recommendations for improvement. Studies show that effective return and constructive feedback can motivate teachers to increase

their performance (Hattie & Timperley, 2007). Therefore, the Principal must have good communication skills to give satisfactory returns and help teachers develop teaching practices.

When doing the supervision process, the Principal also has a role as a builder. After giving feedback, the Principal must help teachers develop a plan to improve teaching practices. This can be done through discussion, collaboration, or appropriate training with teacher needs. Principals can also give teachers source power and necessary support to increase quality learning. Research conducted by Robinson and Timperley (2007) found that adequate supervision involves the Principal supporting and coaching the teacher.

Then, the Principal also has the supervisor role in maintaining accountability and teacher professionalism. In supervision, a principal must ensure that teachers follow procedures and policies set by the school. This includes supervising the implementation curriculum, assessing students, and administering the school in a general way. Consistent supervision and fairness will help maintain quality standards and improve teacher accountability. Research by Blasé and Blasé (1999) found that supervision carried out consistently and reasonably relates to enhancing teacher performance.

At MTs N 1 Pati, the Principal does several Specific supervision steps, including 1) monitoring in a way that directs teacher performance when teaching in the classroom, including during organizing specific programs; 2) gathering teachers to give bait feedback and discussion so that all teachers gain knowledge from other experiences; and 3) provide consultation for teachers who face difficulty in process teaching.

D. Conduct Training, Workshops, Seminars, Etc. Discussions Concentrated on Teachers

Of course, no one can deny that training, workshops, seminars, and discussions concentrated on teachers have urgency and significant benefits in increasing quality teaching and development of professionals.

First, urgent stage training, workshops, seminars, and discussions are concentrated for teachers to increase their knowledge and skills. In continuing education development, teachers must always follow the latest field education, teaching methods, and study. Through training and workshops, teachers can obtain a more in-depth understanding of new concepts, effective teaching strategies, and application of relevant educational technology.

The above will help teachers develop the necessary skills to teach more to the needs of students (Kitsantas, Zimmerman, & Cleary, 2000). With the following training, workshops, seminars, and discussions concentrated, the teacher can keep going, renewing knowledge and skills to stay relevant and effective in facing challenges in continuing education.

Besides increasing knowledge and skills, training, workshops, seminars, and discussions also benefit from increased collaboration and networking among professionals. Through the activity, the teacher can meet and interact with colleagues and professionals from schools, other regions, or even countries with diverse backgrounds and experiences. This allows teachers to each other exchange ideas, share best practices, and learn from other people's experiences. Professionals' collaboration and network expand teachers' insight, opening opportunities for innovation and improving understanding of effective teaching practices (Harris &

Muijs, 2005). Additionally, by interacting with experts and practitioners leading in field education through seminars and workshops, teachers can get valuable, connected, more professional insights from the community.

Benefits other than training, workshops, seminars, and discussions concentrated on increased motivation and satisfaction in teacher work. By following activity development professionals, the teacher feels valued and supported in improving quality teaching. Relevant training and meaningful teaching give teachers a sense of self-trust and motivate them to implement new practices in the classroom (Muijs & Reynolds, 2011). Through the chance to share experiences, challenges, and ideas with colleagues as professionals, teachers feel connected and supported when operating tasks. This contributes to more work and increases motivation and teacher commitment to the profession (Hargreaves & Fullan, 2012). In the long run, motivation and satisfaction and this high level of work can positively impact performance and student achievements.

Furthermore, training, workshops, seminars, etc., and discussions concentrated on the role of increasing leadership and progressing the teacher's career. Through activity development, these professionals and teachers can develop leadership skills, sharpen their ability to present and improve their understanding of issues more education-wide. This can open opportunities for teachers to play role leadership in school, like becoming program coordinators, curriculum developers, or mentors for new teachers (Gronn, 2000). Training and activity development-related professionals with field studies or interests can also help teachers develop more expertise and become more professional. Experience and knowledge gained through training and workshops can give teachers a strong foothold in developing careers.

At MTs N 1 Pati, the top rank of most high schools, the Principal always tries to give proper training to teachers. The same goes for several parties, such as the Department of Education, mass media, and so on, for escalating teacher competence. Interlacing Work The same with Lots institution. Collaboration between teachers at MTs N 1 Pati and professionals in the field is also widened.

Based on the points described above, the Principal of MTs N 1 Pati has made various efforts to improve the quality of teachers. The steps assessed were practical because teachers' performance consistently increases over time.

Conclusion

In the context of management organization in formal education, a principal holds a vital role. The Principal shows this at MTs N 1 Pati. Enhancement of teacher quality is carried out with several strategies, namely 1) motivating teachers to continue studying and innovate, 2) providing facilities or infrastructure, 3) supervising in a way periodically teachers' performance, and 4) holding training, workshops, seminars, etc discussion concentrated for teachers. The steps assessed were practical because teachers' performance consistently increases over time.

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