

## The principal's leadership strategy in improving teacher performance

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### Abstract

Teacher performance can be said to be of high quality if it produces good work and can deliver students to be able to achieve achievements. The objectives of this study are: 1) to describe and analyze the principal's leadership strategy planning in improving teacher performance, 2) to describe and analyze the implementation of the principal's leadership strategy in improving teacher performance, 3) to describe and analyze the evaluation of the principal's leadership strategy in improving teacher performance at SMAIT Al Hikmah Boyolali. The research approach used is qualitative. Qualitative research design goes through three stages, namely: orientation, focus exploration, and data analysis. Data collection techniques are interviews, observation and documentation. This study used triangulation techniques. Data analysis with three steps: data reduction, presenting data, and drawing conclusions. The results showed that: 1) planning in improving teacher performance was carried out by the principal with all teachers. The principal provides discipline coaching and example. 2) Implementation in improving teacher performance is carried out by the principal by carrying out activities to hold seminars and training, collaborate with other educational institutions, bring experts, hold regular academic supervision, provide complete facilities and infrastructure in schools. 3) Evaluation in improving teacher performance is focused on aspects of planning and implementing activities. Conclusion The principal's leadership strategy in improving teacher performance consists of three activities, namely, planning, implementation, and evaluation.

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## INTRODUCTION

The principal is a resource or teacher who is given the task of leading a school that has certain competencies and can carry out its duties and roles as a leader or principal (Kadarsih et al., 2020). The principal has a function in carrying out his duties at school. This function is contained in Regulation 13 of 2007, concerning school principal standards which contains various competencies that must be possessed by school principals in carrying out their role as leaders in an educational unit. These competencies include: personality competencies, managerial competence, entrepreneurial competence, supervision competence, and Competence social.

Head School is one of the components of education that plays the most role in improving the quality of education (Amelia et al., 2022). The principal in carrying out his performance must have innovation and strategy in every carrying out his duties and roles and must be responsible for his leadership (Ibrahim et al., 2022). In school development, the principal has a very large role and task in order to advance the school and improve teacher performance (Marzuki & Lampuasa, 2020). The headmaster must be able to create and design various activity programs to develop the school in collaboration with various other school parties and *Stakeholders* Other schools (Kadarsih et al., 2020).

Education planning plays an important role in school development, so that the potential for the development of a school is also influenced by what things have been planned in education (Pawero, 2021). The strategic point of macro-scale education planning is driven by the decentralization of education which provides flexibility and responsibility to schools to innovate according to school needs or stakeholders (*stakeholders*) (Smagacz-Poziemska & Bierwiazzonek, 2022).

Education in general is defined as an effort to grow and develop potentials in the form of both physical and spiritual potential in a community environment, so that the development of a nation can be seen from the development of education (Suhifatullah et al., 2021). According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and skills needed by themselves, society, nation and State. Schools as formal educational institutions must provide education with full responsibility and discipline for the advancement of education (Ilham, 2021).

The position of teachers as professionals aims to implement the national education system and realize the goals of national education (Aithal & Aithal, 2020). The improvement of education, especially in the macro scope, is determined by the operationalization of management at the school level, where the main actor or main implementer in carrying out management is the principal who is assisted by the entire community (Panoyo et al., 2019). Based on the results of an interview with the principal of SMAIT Al Hikmah Boyolali, it can be concluded that the leadership strategy implemented by the principal at SMAIT Al Hikmah Boyolali is still not optimal compared to other high schools in the Boyolali area. This can be seen from The value of teacher performance assessment (PKG) is still low, so teacher competence and performance need to get coaching. This is due to the lack of encouragement and direction given by the principal in developing teacher competence, then the principal rarely conducts self-development activities at school and teachers are rarely included in training programs and seminars so that teacher competence and performance are low.

The implementation of supervision carried out by the principal is still running less optimally, the implementation is only as administrative material for the principal, as evidenced from the schedule that has been determined by the principal only conducting academic supervision of five teachers in semester 1 with a percentage of 55.55% and in semester 2 only 3 teachers have been academically supervised by the principal with a percentage of 33.33%. This is due to the large number of activities carried out by the principal so that the supervision schedule changes and is not carried out. Then the number of tasks and activities of the principal causes the monitoring or observation of learning to be reduced.

Lack of mentoring and coaching carried out by the principal This can be seen from the preparation of existing learning tools, teachers find it difficult to implement learning, especially in terms of making learning tools such as making syllabi, prota, promissory notes, lesson plans and learning evaluations (Okia et al., 2021). It is evident from the incomplete collection of learning tools.

The above problems demand improvement, one of which is the principal's leadership system or the principal's performance. School principals are required to lead and manage education in the macro scope, so there is a need for strategies that must be applied in their leadership, because at this time many principals only carry out their duties in ways that are still conventional without any updates or new strategies in carrying out their duties. The implementation of the strategy is intended to facilitate and smooth the course of the planned program previously so that the objectives of the program can be realized and implemented as expected (Rojaki et al., 2021). If the principal implements his program without developing strategies first, it does not mean that the planned program cannot run, but in achieving its goals it takes longer and the results are less than optimal, because the strategy is the working pattern of the program that has been made and has been thought out both in terms of good and bad.

Every The principal must have good managerial skills in managing the school he leads (Komalasari et al., 2020). The progress and development of the school is greatly influenced by the school leader himself, namely the principal (Bafadal et al., 2020). The principal's low managerial skills can hinder the growth and development of the school itself, both in terms of learning, the development of teacher performance and staff on duty at the school, and the implementation of planned programs that have not run properly.

Based on the description above, it is interested to conduct research on: Principal's Leadership Strategy in Improving Teacher Performance at SMAIT Al Hikmah Boyolali, which is described in the following sub-sub-focus: 1) How is the principal's leadership strategy planning in improving teacher performance at SMAIT Al Hikmah Boyolali. 2) How is the implementation of the principal's leadership strategy in improving teacher performance at SMAIT Al Hikmah Boyolali. 3) How to evaluate the principal's leadership strategy in improving teacher performance at SMAIT Al Hikmah Boyolali.

On the basis of these objectives, there are two research benefits as follows: 1) The theoretical benefits of this research are expected to contribute to the development of science, especially in the field of principals' leadership strategies in improving teacher performance. Broaden understanding of headmaster leadership strategies in improving teacher performance in schools. Theoretically it can be used as a reference for future researchers. 2) Practical benefits, namely: School principal, to determine strategies and policies to be taken to improve teacher performance. The school committee, as a consideration for conducting teacher performance appraisals. Teachers, can improve teacher performance and professionalism. The community, as a consideration for the community to choose a place to study in the Boyolali area, especially at SMAIT Al Hikmah Boyolali.

The performance of teaching staff or teachers concerns all activities or behaviors experienced by teaching staff, the answers they make, to provide results or goals (Bahri & Sakka, 2021). Performance is the result of work achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics (Nguyen et al., 2020).

Teacher performance is a behavior or response that gives results that refer to what they do when they face a task (ÖZGENEL, 2019). The performance of teaching staff or teachers concerns all activities or behaviors experienced by teaching staff, the answers they make, to provide results or goals (Van Waeyenberg et al., 2022). Teacher performance is The appearance of competence possessed by teachers, namely the ability as a teacher in carrying out their duties and obligations properly and responsibly (Karim et al., 2021).

According to (Asrori & Rusman, 2020) This assessment tool highlights three main aspects of teacher ability, namely: (1) teaching plans and materials or now called renpen or RPP (Learning Implementation Plan); (2) classroom procedures, and interpersonal skills; and (3) assessment of learning. Ability factors can affect performance because with high ability, employee performance will be achieved (Hubeis, 2023). Conversely, if the ability of employees is low or not in accordance with their expertise, performance will not be achieved. Likewise, the motivation factor which is a condition that moves employees to try to achieve maximum work performance. A person who is motivated, he will try to do everything in his power to realize what he wants.

According to (Siregar et al., 2022) Strategy is a set of fundamental decisions and actions made by top management and implemented by all levels in an organization in order to achieve organizational goals. While according to (Ajepri et al., 2022) Strategy is a number of decisions and actions that are shown to achieve goals in adapting organizational resources to the opportunities and challenges faced in its industrial environment. According to (Bashori, 2019) Leadership is the ability of a person to encourage, invite, move and influence others to do something to shape the process of achieving goals that have been set in an organization or educational institution. Organization is largely determined by the role of a leader, although the role of a leader is very decisive but the leader cannot work alone without the support of his subordinates. Effective leaders are leaders whose group members feel their needs have also been satisfied (Winarsih, 2022). Effective leadership always utilizes cooperation with subordinates to achieve organizational goals (Fatimah & Rashidiya, 2022). Leadership as the process by which an individual influences others to achieve a common goal (Ibrahim & Daniel, 2019). Currently the headmaster has at least three broad strategies, namely: hierarchical, transformational and facilitative. Every strategy has advantages Important and has limitations (Paradise & Baisa, 2019).

## METHOD

The research approach used is qualitative. This research took place at SMAIT Al Hikmah Boyolali, Central Java. This research design disrupted Moleong (2010: 127) divided the stages of qualitative research into three, namely (1) pre-field or orientation stage; (2) the fieldwork or exploration phase of focus; and (3) data analysis, and (4) research dissemination. The source of data in this study is the Head of SMAIT Al Hikmah Boyolali as a person who is very instrumental in the process of managing the aekolah program. Meanwhile, as a triangulation researchers selected informants namely teachers, school committees, parents and students. The data collection techniques carried out in this study were through interviews, observation, and documentation techniques.

The triangulation technique used by researchers is by triangulation of sources, which means comparing and checking back the degree of confidence of information obtained through different times and tools in qualitative research. The data analysis technique in this study is using interactive models. Miles, Huberman (2014: 10) namely analyzing data with three steps: data *condensation*, presenting data (*data display*), and drawing conclusions or verification (*conclusion drawing and verification*). Data condensation refers to the process of *selecting, focusing, simplifying, abstracting, and transforming*.

## RESULTS AND DISCUSSION

Planning activities carried out by the principal as a form of strategy in improving teacher performance are by planning programs including holding seminars and training, collaborating with other educational institutions, bringing experts, holding academic supervision, providing facilities and infrastructure in schools. The principal is the main creator in the school to be able to plan for teacher performance improvement programs with the aim of helping and facilitating teachers who have difficulty in carrying out their duties. The principal being the decision maker must be able to take the right steps and strategies in order to improve teacher performance.

Planning needs more attention and attention because planning is the key or first step in the principal's leadership strategy. Planning activities are needed by the principal, especially in the principal's leadership strategy to improve teacher performance and planning makes all activities more directed and programmatic. The findings in the documentation study on planning activities are that the principal must make a work program to carry out activities in the school by including socialization of activity programs, meetings for the preparation of teacher quality and performance improvement, evaluation meetings for teacher quality improvement and performance, preparation of reports.

### **Planning the principal's leadership strategy in improving teacher performance at SMAIT Al Hikmah Boyolali**

Teacher performance concerns all activities or behaviors experienced by teachers to provide results or goals to be achieved. According to (Morales, 2022) Teacher performance is a behavior or response that gives results that refer to what they do when they face a task. Teacher performance is a display of competence possessed by teachers, namely the ability as a teacher to carry out their duties and obligations properly and responsibly. Teacher performance can improve if fostered and directed by the principal to participate in activities that lead to improving teacher competence. School principals are required to have a strategy in their leadership to develop human resources under them.

A principal is a teaching leader. His task is to carry out and supervise school activities by setting goals, maintaining discipline and evaluating the learning and teaching outcomes achieved. At this time the principal is encouraged to be a leader who facilitates school personnel by building cooperation, creating networks and organizing all components with good communication. There are some opinions that this is a leadership style.

The principal's leadership strategy is very important for the principal to do to encourage, invite, mobilize and influence others to do something to shape the process of achieving goals that have been set in the organization or educational institution. As conveyed Glucck in (Lakisa et al., 2019) Strategy is a comprehensive and integrated plan that connects the strength of an organization's strategy to the environment it faces, all of which ensure that its organizational goals are achieved. This means that the principal's duties are influenced by what strategies he applies in leadership.

In the context of improving teacher performance, it can be known from planning, implementation, and evaluation. As explained that the principal of SMAIT Al Hikmah Boyolali has carried out leadership strategies in the hope of improving teacher performance. The principal always implements leadership strategies starting from planning activities.

From the available data, it shows that leadership strategy activities carried out by the principal start from the planning stage which involves all teachers to coordinate with each other to improve teacher performance. The activities carried out by the principal are planning leadership strategies by providing coaching and example for all teachers.

This is reinforced by research conducted Yasyakur (2019) which states that the leadership strategy What the principal does in improving teacher performance is by fostering discipline, becoming an example for teachers and students. Then added the statement about leadership according to (Isnaini, 2019) Leadership is the ability to move, influence, motivate and influence people to be willing to take actions directed at achieving goals through the courage to make decisions about the activities carried out.

Programs planned by the principal include holding seminars and trainings, collaborating with other educational institutions, bringing in experts, conducting regular academic supervision, providing complete facilities and infrastructure in schools. The program planned by the principal is expected to help and improve teacher performance seeing the development of the era that enters the change to the technological era so that teacher competence and ability must be improved so that their performance also increases

### **Implementation of the Principal's Leadership Strategy in Improving the Performance of SMAIT Al Hikmah Boyolali Teachers**

Implementation activities are carried out by the principal as a form of strategy in improving teacher performance, namely by implementing programs including holding seminars and training by bringing in education practitioners, holding regular academic supervision. Implementation activities are not only limited to the implementation of the program but the principal also provides support and encouragement to teachers to be able to improve their performance by motivating teachers, getting used to being able to work in teams so that work can be completed quickly, then involving teachers in every activity, and there are *rewards* for outstanding teachers.

The implementation of the principal's leadership strategy is a very important activity in the principal's leadership activities. The principal carries out programs that have been planned directly to find out the implementation of activities. Implementation activities are mandatory activities carried out by the principal in the principal's leadership strategy. The implementation of the principal's leadership strategy is carried out through several activity programs, these activities include holding seminars and training, collaborating with other educational institutions, bringing experts, holding regular academic supervision, providing complete facilities and infrastructure in schools. The program planned by the principal is expected to help and improve teacher performance seeing the development of the era that enters the change to the technological era so that teacher competence and ability must be improved so that their performance also increases. Teacher performance is influenced by many factors.

In the opinion of Keith Davis quoted by (Purnell et al., 2021) suggests that the factors that affect performance are: 1) Motivational factors, formed from the attitude of an employee in dealing with work situations. Motivation is a condition that moves employees who are directed to achieve organizational goals. 2) Ability factor Psychologically ability (*ability*) employees consist of potential abilities (IQ) and reality abilities (*knowledge+skill*), meaning that employees who have an IQ above average (IQ 110-120) with adequate education for their position and are skilled in doing daily work will more easily achieve the expected performance.

Strengthened by research conducted by Yasyakur (2019) which states that in the process of implementing the leadership strategy the principal conducts several programs, namely holding seminars and training, collaborating with other educational institutions, bringing in experts, providing opportunities for teachers to supervise each other, providing and optimizing educational facilities and equipment.

Then according to (Rostini et al., 2022) Programs that can be designed by school principals in order to improve teacher performance are: (1) teacher scientific meetings; (2) teacher creativity competition; (3) outstanding teachers; (4) training; (5) motivational seminars; (6) deliberation of subject teachers; (7) *Lesson Study*; (8) research grants; and (9) professional writing.

Performance both individually and organizationally has a major role in the sustainability of the organization in carrying out its roles and duties in schools. Every school needs to pay attention to how efforts are made to continuously improve the performance of their teachers in order to make an optimal contribution to the improvement of the organization or school.

### **Evaluation of the Principal's Leadership Strategy in Improving the Performance of SMAIT Al Hikmah Boyolali Teachers**

Evaluation activities are used to be able to determine the weaknesses and shortcomings of planning and implementation activities and evaluation activities can be used as a basis for determining follow-up and solutions to be carried out. Evaluation is needed to see the extent to which results are achieved in the implementation of the principal's leadership strategy. The purpose of the evaluation is positive and constructive to improve and improve the quality and performance of teachers at SMAIT Al Hikmah Boyolali. Evaluation is the process of monitoring, assessing and reporting plans for the achievement of predetermined objectives for corrective actions for further improvement.

Evaluation of the results of planning and implementation of activities is carried out by the principal and all teachers to jointly analyze data on the implementation of activities. The evaluation activities focused on aspects of planning and implementing activities at SMAIT Al Hikmah Boyolali. Evaluation is intended to carry out improvement activities in the future, which can then be used as discussion material with teachers so that there is mutual sharing of problems and solutions that can be found.

Strengthened from research conducted by Suyani (2018) Efforts to overcome obstacles are providing opportunities to take education, establishing good communication with parents, decision making with consensus with the community.

This evaluation aims to improve the quality of activities in the process of improving the academic quality of madrasah. The evaluation of the results of the implementation of this activity is carried out by the head of the madrasah with the assistance of the deputy head of the madrasah to jointly conduct an evaluation to obtain data on the implementation of the activity.

This follow-up aims to improve teacher performance in the principal's leadership. From the results of the evaluation activities carried out by the principal and all teachers, they were then discussed together for follow-up. Follow-up activities carried out by the principal to improve the next implementation so as not to repeat mistakes. The form of follow-up activities is carried out through discussions with all teachers to train and overcome problems in the implementation process that has been carried out.

## CONCLUSION

The principal's leadership strategy in improving teacher performance has been carried out through steps or procedures in accordance with management principles consisting of three activities, namely, planning, implementation, and evaluation. In particular, the conclusions of this study are as follows. (1) The planning of the principal's leadership strategy in improving the performance of SMAIT Al Hikmah Boyolali teachers is carried out by the principal with all teachers. The principal provides discipline coaching and role model; (2) The implementation of the principal's leadership strategy in improving the performance of SMAIT Al Hikmah Boyolali teachers is carried out by the principal by carrying out activities to hold seminars and trainings, collaborate with other educational institutions, bring experts, hold regular academic supervision, provide complete facilities and infrastructure in schools; (3) Evaluation of the principal's leadership strategy in improving the performance of SMAIT Al Hikmah Boyolali teachers was carried out by the principal and all teachers. Evaluation activities are focused on aspects of planning and implementing activities.

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