
PRINCIPAL'S LEADERSHIP ROLE IN IMPROVING TEACHER PERFORMANCE IN THE ELEMENTARY SCHOOL

Ita Pristiani, Achadi Budi Santosa and Widodo

Department of Educational Management, Universitas Ahmad Dahlan, Indonesia

ABSTRACT

Leadership is a pivotal aspect in improving the quality of human resources in educational institutions. An influential principal leadership role can improve teacher performance. This study aimed to answer two research questions: 1) How is the principal's leadership role in improving teacher performance in Muhammadiyah elementary school of Suronatan of Yogyakarta?, and 2) what does the principal encounter the obstacles in improving teacher performance in Muhammadiyah elementary school of Suronatan of Yogyakarta?. This study was qualitative research using a case study approach. The research subject consisted of the principal, teachers, and students, by which the data collected by interview, observation, and documentation. First, the research result showed that a principal had carried out the role as a supervisor, administrator, and manager in improving teacher performance in Muhammadiyah elementary school of Suronatan of Yogyakarta. As a supervisor, the principal had supervised work efficiency, conducted group discussions, carried out personal discourse, and organized learning simulation. As an administrator, meanwhile, the principal had analyzed curriculum and school administration and organized school administration, facilities and infrastructure, and school finance. As a manager, the principal had planned, coordinated, carried out, led, and controlled the school program that the school coordinator helped the principal. Second, the obstacles encountered by school principal was like teacher commitment, teacher owned other business outside school, and external environment.

Key Words: Leadership, Principal, Teacher Performance, Muhammadiyah Elementary School.

1. INTRODUCTION

Leadership is the vital power in managing effective school management carried out by the manager. In essence, leadership is the followership of another person's willingness or subordinate to follow the leader's willingness in which that case leads to someone to be a leader. In other words, a leader can not be a leader without subordinates. The school success, in essence, lies in the efficiency and effectiveness of a principal's performance (Dekawati et al., 2021; Syapriyuda & Santosa, 2020; Kartiwi, 2020; Rachmawati & Suyatno, 2020). The principal's success category is emphasized in three necessary skills: technique skill, interpersonal skill, and conceptual skill (Rohmat, 2010).

Principal duty as educational leadership is not an easy task. As the leader of educational institutions, the principal must encourage the performance of the subordinate (Gani & Suyatno,

2020; Khusni & Mahmudah, 2020; Rachmawati et al., 2020) so that the subordinate works voluntarily, perform good performance to achieve the standard quality expected by parents, society, industry, and government (Syafarudin, 2002).

The principal has an influential role in coordinating, mobilizing, and harmonizing all of the educational resources that existed in the school. Principal leadership is one factor that encourages schools to realize the vision, mission, goals, and school objectives that carry out through programs organized structurally and gradually (Nafia & Suyatno, 2020; Pujiyati, 2020). So, the principal is expected to take the initiative to improve school quality (Mulyasa, 2011).

The principal role in improving teacher performance in the Muhammadiyah elementary school for the entire UPT (technical service unit) regional coordinators of West Yogyakarta is still diverse and can not be measured empirically. The very close location to one school creates tight competition, especially in providing a service for society and students. Excellent service is related to teacher performance that can be seen in national examination outcome, which is still believed by the broad community as benchmarks of success. There is a gap between one and another school in acquiring students' learning outcomes from national examination outcomes. Teacher performance in every Muhammadiyah elementary school of the entire UPT regional coordinators of West Yogyakarta is still not uniform. Every school has a different policy even though it has the same background as Muhammadiyah elementary school in one region. The work environment condition can be said for excellent or appropriate if the humans can carry out the activities optimally, healthy, safe, and comfortably. The suitability of the work environment can be seen in the more extended period in which a work environment that is less good demands more time and energy and does not support the efficiency of the work system plan (Sedarmayanti, 2001:2). Therefore, a good performance is essential to be created in the work environment, especially in the school environment. That case can be seen from the habit doing in every life. Still, a good performance can also provide optimal service for school residents, such as student's guardian, surrounding society, and the services that will undoubtedly benefit students can be a role of positive habit that always be seen and observed by them. Otherwise, less optimal performance leads to a negative impact for all of the whole residents. As a result, less optimal services affect public trust toward public service agencies.

Muhammadiyah elementary school of UPT (technical service unit) regional coordinators of West Yogyakarta is in one closer region whereby there are seven elementary schools in that region. It is often for schools there carrying out development programs for the teacher that conducted simultaneously. The schools in that region are under one supervision of the same technical service unit and Muhammadiyah Regional Board of Yogyakarta city. Seven schools are supposed to have the same quality in improving teacher performance, even though those seven schools do not yet have the same standard rate to improve teacher performance.

In this case, the principal and local supervisor's role is to control schools under their supervision to have service standards responsible. The principal and supervisor must also have a mission or structured programs so that teacher performance quality does not decrease or appears to the very high gap between one school to another. Supervision that is not carried out well will

cause trust issues and public interest decrease; it also causes school regrouping and even school closings because of the lack of students. The fact that the lack amount of students will cause many things like operating costs and teachers and school employee well-being.

The teachers are supposed to have good performance in which school rules or school administration are merely be written documents. Good performance must be carried out consistently and is not merely as an individual or institutional needs, for example, for promotion or accreditation carried out periodically. Almost the whole school will perform optimal performance under the supervision. Though, the performance will back to the previous performance without any feedback regarding the supervision mentioned above. This case occurred in Muhammadiyah elementary school in UPT (technical service unit) of West Yogyakarta.

There is a school that becomes a favorite school from seven schools, namely Muhammadiyah elementary school of Suronatan, Yogyakarta. Muhammadiyah elementary school of Suronatan, or called SD Muhammadiyah of Suronatan, has plenty of achievements in academic or non-academic fields. This school always ranks at the top 3 in Yogyakarta city level, especially the national examination outcome. Moreover, SD Muhammadiyah of Suronatan consistently ranks first in the regional level of West UPT regional coordinators. The abovementioned case becomes the reason for further research, especially about the principal role in improving the performance and achievement in SD Muhammadiyah of Suronatan, Yogyakarta.

The research related to principal role in improving teacher performance in SD Muhammadiyah of Suronatan will be conducted from the abovementioned descriptions. The description creates the research's problem formulations as follows:

1. How is the principal leadership role in improving teacher performance in SD Muhammadiyah of Suronatan of Yogyakarta?
2. What are the principal's obstacles in improving teacher performance in SD Muhammadiyah of Suronatan of Yogyakarta?

2. METHODS

Research Design

The research design used is qualitative research. According to Nasir (2003), a qualitative study aims to describe the social phenomenon seen from a participant's perspective. Participants can be interviewed, observed, or asked to provide the data, opinions, thoughts, and perceptions regarding studied data.

Research Subject

The research subject is an informant of acquiring the data. In this study, the research subjects were the principal and teachers in SD Muhammadiyah of Suronatan of Yogyakarta.

Data Collection Instrument and Technique

The research data was collected through observation, interviews, and documentation. Observation is a systematic observation and recording of the phenomena being studied, either directly or indirectly. In this case, the observation used is a non-participant observation by which the researcher is not actively involved in the research activities. Conducting the observation helps the researcher to record the phenomenon and proportional knowledge obtained from the data. Meanwhile, the interview in this research was semi-structured, which means that the interview did not use structured interview guidelines but was guided by the highlight of the problems being questioned. Moreover, the documents in this research used evidence of the research in which the documents consisted of school profil, school organization structure, teachers and school employees' data, teacher attendance data, teacher administration completeness data, and principal supervision. This data aims to complete or strengthen the data obtained from the interview and observation.

Data Analysis Technique

Analyzing data was conducted after all of the respondents' data were collected. This study used a descriptive analysis technique to know teachers' e competence and work culture in SD Muhammadiyah of Suronatan of UPT regional coordinators of West Yogyakarta. Analyzing data must be started from the beginning, it was as stated by Nasution that cited by Sugiyono, “analyzing data is started from formulating and describing the problems, before going to the research field, and continue until the writing research results.

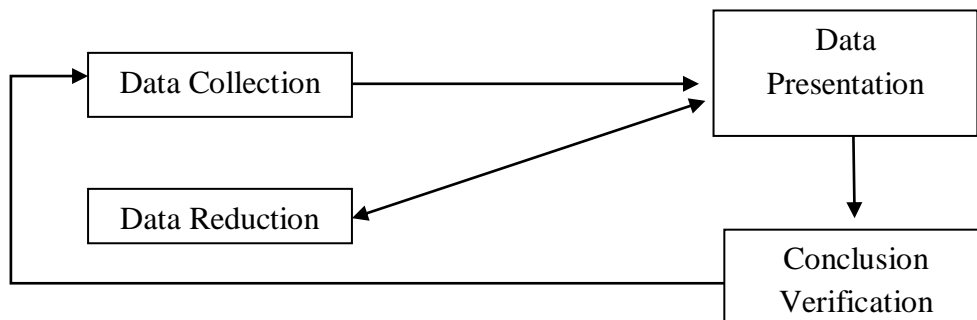


Figure 1. Qualitative Data Analysis (Sugiyono, 2005)

3. FINDINGS AND DISCUSSION

Data presentation grouped based on the needs of answering two problem formulations.

Principal Leadership Role in Improving Teacher Performance

Principal as A Supervisor

The principal of SD Muhammadiyah of Suronatan, Yogyakarta, has several attempts or strategies to improve teacher performance to achieve school vision and purposive and increase school quality. The principal is a leader in education whose position is vital in the school environment because the principal is closer and directly relates to every educational program's implementation. The principal's interview result concerning to supervision program that had been implemented to improve teacher performance is stated as follows:

“The activities of supervision are routine activities for all of the teachers. The activities apply to classroom teachers and subject teachers, such as religious teachers, English teachers, and other teachers. The materials delivered must be the same even though there are three groups in a batch. It is aimed to ease exam implementation either mid-semester or grade promotion (Interview with the principal; June 11, 2019).

The principal of SD Muhammadiyah of Suronatan also added that before class group division, the students were observed first according to their learning style, and it consisted of three classes, namely visual class, audio class, and kinesthetic class. Furthermore, teachers taught their students according to class conditions.

Despite the abovementioned descriptions, the principal has implemented plenty of programs: 1) guiding to carry out the teacher's instruction activities to achieve purposive educational well. In this activity, the principal as supervisor guides the teachers to be more knowledgeable who have specific skills and noble character. 2) Guiding the teacher to use the learning model. The principal as a supervisor can give direction or warn the teacher about the use of the learning model. 3) Guiding the teacher to use learning media. The principal guides the teacher in using learning media, such as audio, visual, audio-visual, and other media. 4) Guiding the teacher using a variety of learning methods. 5) Monitoring the teacher to figure out learning difficulties. 6) Helping teachers in improving educational quality. 7) Helping to manage the class, and 8) equipping teachers with the evaluation system.

Principal as An Administrator

The principal as administrator is responsible for the continuity of education and instructional implementation in the school. It covers all school needs like the teaching-learning process, student activities, personnel, facilities and infrastructure, school administration, finance, and the relationship between school and society. The principal is also responsible for school conditions.

The principal has been implemented the functions of educational administration that consisted of planning and organizing school organization, coordinating, directing, and managing staff. Educational administration functions are described as follows: 1) making a plan, 2) organizing school organization, 3) principal acted as coordinator, and 4) managing education staff. Through the interview, the principal explained as follows:

“in arranging school organization, the principal must pay attention about the following principles: having clear goals, the staff receiving and understanding the goals, the unity of action and thought, the unity of order, head for the subordinate, a balance between authority and responsibility in the organization, task division according to the ability, skills, and interest, organization structure arranged according to the needs of coordination, monitoring and controlling, permanent organizational pattern and security guarantee in work, the hierarchy of power and responsibility portrayed in the organizational structure”(Interview with the principal; June 2019).

The principal has the authority to manage educational staff in the school organization. Several principal authorities promote and recruit new employees such as teachers, administrative staff, or extracurricular advisors. In managing academic staff, the principal must pay attention to the continuity of the condition and the organizer’s ability, including gender, talent, physical power, educational background, etc.

Principal as A Manager

A principal is the highest leader in the school. Furthermore, the principal must have the right vision and mission to improve teacher performance (Robiyah et al., 2021). That vision and mission aimed to succeed and achieve the education goals that have been arranged together. In this case, the attempt carried out by the principal of SD Muhammadiyah of Suronatan in improving teacher performance is guidance of teacher discipline and teacher professional ability. The principal makes a program starting from planning, organizing, implementing, and controlling what has been discussed with the teams or often mentioned as school coordinator. Through the interview, the principal explained as follows:

“in implementing a plan, the principal referred to previous program evaluation so that the programs arranged becomes well-structured program and the result obtained became more optimally. The program of teachers’ guidance is I carried out for the first time was discipline guidance. It meant that all educational staff must have a high discipline in all fields to effectively and efficiently carry out the educational activities. The next step is to carry out the guidance program related to professional competence and teacher’s ability also cooperate with other related professional parties. For instance, I was inviting the motivator to improve the spirit in improving teacher professionalism” (Interview with the principal; June 2019).

This research result is in line with Stoner (1980) mentioned that there were eight kinds of manager tasks in the organization: 1) working with and through other people, 2) being responsible and willing to take the responsibility, 3) being able to encounter many problems in limited time and resources, 4) having a conceptual and realistic thought, 5) being a mediator, 6) being a politician, 7) being a diplomatist, and 8) being a person who is taking a tough decision.

The Obstacles Encountered by The Principal in Improving Teacher Performance

Teacher Commitment

A commitment reflects a tie and promises toward itself that aimed to devote and be loyal to school or organization. Moreover, the high commitment and loyalty are caused by the comforts in implementing the tasks to achieve the goals. A commitment to carrying out the tasks is highly needed in the work since the commitment tends to be responsible toward the tasks. As stated by KP 2, he explained that the teachers whose commitment level is low, usually the concern level is also low, vice versa. (Interview; July 12, 2019).

As conveyed by the principal, teacher commitment must continue to be nurtured, it did not mean that teachers are not highly committed to education, but some awareness is lacking. It can be overcome by a little guidance so that the teacher becomes more aware (Interview with the principal; July 11, 2019). In line with Glickman (2010), Glickman stated that a person considers being committed if he is a willingness to sacrifice his energy and time relatively more than what has been assigned, especially concerning his effort to improve his tasks,

Teacher's Business Outside School

Based on the principal's information, every person wants to satisfy life's needs and is not limited to teachers, especially private teachers. Even though private teachers' salary is more than enough, it is still not like public teachers who have life guarantees like payoff at the end of their full duty. The private teacher does not have. Sometimes, to meet their everyday needs, the private teacher do other business outside their school duty. The Education Personnel Coordinator confirmed this evidence that several teachers have other business to increase income and improve well-being.

Material Mastery

Mastering the lesson materials is needed by the teachers since it eases them to make students more understand. However, mastering the lesson material is sometimes less developed, inversely proportional to the knowledge that is always being developed. As stated by the principal, mastering lesson material is highly needed, but sometimes teachers neglect to improve their knowledge. It was caused by several factors like the teacher's business so that which reduces the teacher's teaching preparation.

External Environment

Except for internal barriers, there are also external barriers in improving teacher performance in SD Muhammadiyah of Suronatan, Yogyakarta. Based on the principal's interview, the principal said that the external obstacles are related to facilities and infrastructure.

The availability and fulfillment of facilities and infrastructure at school are beneficial for teachers, mainly to improve their performance. The principal stated that optimal learning would be achieved if the facilities and tools are adequately provided. For instance, the availability of

buildings and laboratories is essential for science learning. However, the availability of those still meets the limitation (Interview with the principal; July 11, 2019).

The principal also said that land area becomes an obstacle related to facilities and infrastructure. Initially, the school's land area was deemed sufficient for the children's movement, but the more the students increased, the more the school's land area looked narrower, while SD Muhammadiyah of Suronatan is located in the densely populated area.

In overcoming the barriers surrounding schools' environment, the principal is grouped into four groups: site, building, equipment, and furniture. Furthermore, to give more contribution, the facilities provided must be organized well. The referred managements are (1) Planning, (2) Procurement, (3) Inventory, (4) Storage, (5) Arrangement, (6) Use, (7) Maintenance, and (8) Elimination.

4. CONCLUSION

Principal in improving teacher performance in SD Muhammadiyah of Suronatan, Yogyakarta has carried out leadership role as a supervisor, an administrator, and a manager. As a manager, the principal has planned, coordinated, implemented, lead, and controlled the program that is also helped by the school coordinators. As an administrator, the principal has analyzed the curriculum and administration, organized the administration, facilities, and school finance. While as a supervisor, the principal has supervised the personnel, conducted group discussion, individual discourse, and learning simulation. The obstacles encountered by the principal in improving teacher performance are teacher commitment, other teacher business outside school, and the external environment.

REFERENCE

Allen, N. J., Meyer P. J., & Smith CA. (1993). "Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization", *Journal of Applied Psychology*, Vol. 78, No. 4.

Arikunto, S. (2001). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Salemba Empat.

Dale Timpe. (2000). *Kinerja* (penerjemah Sofyan Cikmat, Seri 6: Manajemen Sumber Daya Manusia, Jakarta : Elex Media Komputindo

Danim, S. (2004). *Visi Baru Manajemen Sekolah, dan unit Birokrasi ke Lembaga Akademik*. Jakarta: Bumi Aksara.

Dekawati, I., Pujiyati, W., & Sitoresmi, S. (2021). The influence of principal's role and work motivation to teacher's job satisfaction. *International Journal of Educational Management and Innovation*, 2(1), pp. 100~115

Fattah, N. (2009). *Landasan Manajemen Pendidikan*. Bandung: PT. Remaja Rosdakarya.

Gani, A. &Suyatno. The Influence of Transformational Leadership and Culture of Organization on Teacher's Commitments. *International Journal of Scientific & Technology Research*, 9 (3), 1512- 1517.

Glickman, D.C., Gordon.P.S., & Gordon.R.M.J., (2010). *Supervision andInstructional Leadership*. Boston: Allyn and Bacon, Inc.

Kartiwi, A. P. (2020). Principal Transformational Leadership In High School Of Central Kalimantan. *International Journal of Educational Management and Innovation*, 1(1), 50-54.

Khusni, W., & Mahmudah, F. N. (2020). The Principal'S Managerial Ability in Developing Effective Schools. *International Journal of Educational Management and Innovation*, 1(2), 99.

Mulyasa, E. (2004). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosda karya

Nafia, Z. I., & Suyatno, S. (2020). The Effect of Teachers' Leadership on Students' Motivation in Al-Islam Tambakbayan Elementary School. *Universal Journal of Educational Research*, 8(5), 1907-1915.

Nazir, M. (2003). *Metode Penelitian*. Jakarta : Ghalia Indonesia.

Pujiyati, W. (2020). Strengthening of school quality through school principal leadership. *International Journal of Educational Management and Innovation*, 1(2), 151-164.

Purwanto, M. N. (2004).*Administrasi dan Supervisi Pendidikan*. Bandung:PT. RemajaRosdakarya. Cet-XIII, h 76.

Rachmawati, Y., & Suyatno, S. (2020). The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment. *Participatory Educational Research*, 8(1), 362-378.

Rachmawati, Y., Suyatno, Santosa, A. B. (2020). Principal's Managerial Competence in Actualizing a Creative School. *Universal Journal of Educational Research* 8(8), 3406-3416.

Robiyah, S., Koderi, Anwar, S., Muin, J. A., Hijriyah, U. (2021). Continuous Professional Development of Junior High Schools' Islamic Religious Education Teachers At Bandar Lampung City, Indonesia. *International Journal of Educational Management and Innovation*, 2 (1), 44~54

Sedarmayanti. (2001).*Manajemen Sumber Daya Manusia, Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil*. Bandung : PT.Refika Aditama

Sopiah. (2008). *Perilaku Organisasi*. Yogyakarta: Andi Offset.

Stephen, R. P., & Coulter, M. (2010). *Manajemen*: Edisi Kesepuluh Jilid 2. Edisi Bahasa Indonesia. Jakarta: Erlangga.

Stoner, J. A. F. (1980). *Managerial career plateaus: An exploratory study*. Center for Research in Career Development, Graduate School of Business, Columbia University.

Sugiyono. (2012). *Metoda Penelitian kuantitatif kualitatif dan R & D*. Jakarta: alfabeta.

Syafaruddin. (2002). *Manajemen Mutu Terpadu dalam Pendidikan*. Jakarta. Grasindo

Syapriyuda, S., & Santosa, A. B. (2020). Entrepreneurship competence of the principal in improving school independence in SD Muhammadiyah Kleco 2 Kotagede Yogyakarta. *International Journal of Educational Management and Innovation*, 1(1), 1-12.

Thoha, M. (2010). *Perilaku Organisasi, Konsep Dasar dan Aplikasinya*. Jakarta: Raja Grafindo Persada.

Wahjosumidjo. (2005). *Kepemimpinan Kepala Sekolah, Tinjauan Teori dan Permasalahannya*. Jakarta: Raja Grafindo Persada.

Yamin, M. (2010). *Standarisasi kinerja guru*. Jakarta: Gaung Persada.