

Efforts Of School Heads In Improving Teacher Performance

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ABSTRACT

This study aims to determine the principal's efforts in improving teacher performance at SMPN 3 Pasawahan, Purwakarta Regency, in this study will explore the problems in the inhibiting and supporting factors in improving teacher performance. The method that the researcher uses is a qualitative descriptive approach, in which in this study data will be collected according to the events that occurred or the facts of actual events. The goal is that real data can be found directly with actual conditions. The results obtained from this study have shown that the principal of teachers at SMPN 3 Pasawahan Purwakarta has made several efforts to improve the performance of teachers with the aim of achieving these efforts successfully. These efforts are such as conducting Work Program Meetings in Schools, Providing Motivation and Support for Educators or Teachers, Providing Guidance and Guidance for Educators or Teachers, Conducting Observations in the School Environment. However, there are also inhibiting factors for the principal in improving the performance of teachers at SMPN 3 Pasawahan Purwakarta, one of which is that most teachers have not had time to become PNS 30% so 70% of them are honorary teachers. Therefore, because honorariums are not synonymous here, because there are also those who teach, others like to be constrained when there are activities at school, it is related to honorary teachers who teach in two places. Finally due to a shortage of personnel. That is one of the inhibiting factors but can be overcome by time collaboration work, even if there is no one, the existing teacher will replace it so that the process goes on as usual.

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1. INTRODUCTION

Education as a basic need besides being a spiritual and physical need for a human being. Every human being is required to have education in order to develop these potentials in him. Through education, humans as noble beings will be elevated in rank. Therefore, education is the most important role in the development process in humans. (Arciniegas Paspuel, OG, Álvarez Hernández, SR, Castro Morales, LG, & Maldonado Gudiño, 2021, p. 1)

In the implementation of education, the teacher as a figure has an important role in determining, because the teacher is the one who starts and ends every lesson that takes place. (Khumarioh, 2019, p. 5) . Teachers who are learning agents are required to be able to carry out the teaching and learning process as well as possible in order to build good education (Imam Tabroni & Ismiati Ismiati, 2021) .

In teacher performance, the process of improving the quality of service and learning is needed in achieving educational goals. The teacher's performance achievement is the result achieved by the teacher in carrying out the assigned tasks on the basis of experience, skill, use of time and sincerity. Performance is the level of success of a group of people in the tasks carried out, responsibilities and abilities to achieve the goals and educational standards that have been determined.

The process of improving the quality of service and the learning process of teacher performance is needed to achieve these educational goals (N. et al., 2020) . Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set (Tabroni, Imam, Mubarak, Zaki Anwar, Sari, 2021) .

The performance of an educator is interpreted as the work process carried out by the teacher for his ability and willingness to carry out the tasks given clearly besides that the results can be enjoyed both in quality and optimistically. Educators who have good performance are educators who have broad social scientific skills and insights who are also able to be positive in their work. (Arciniegas Paspuel, OG, Álvarez Hernández, SR, Castro Morales, LG, & Maldonado Gudiño, 2021)

The principal is called the center of the leader and is an important element in education. One of his duties is to be responsible for managing educational activities, so that education can be directed so that there will be a significant increase in achievement. In this case, the importance of the role of the principal in improving teacher performance is so that teachers have high enthusiasm in developing themselves so that they can provide the best knowledge and value to students. Principals in educational institutions lead a very large role in increasing school progress, because the principal in this case supervises programmed activities so that they are more focused, focused so that they can work well. (Zaidan et al., 2021, pp. 104–105)

Furthermore, in the duties of the school principal, he must have the ability to assess the program being implemented from the performance of its implementation. This assessment needs to be carried out continuously to improve the performance of its implementation. The principal can be said to be a functional staff, he is a teacher who is in charge of leading the school where the student learning process is carried out and is a place for teacher-student interaction in learning activities. (Arciniegas Paspuel, OG, Álvarez Hernández, SR, Castro Morales, LG, & Maldonado Gudiño, 2021)

Literature Review, The definition of effort in the Big Indonesian Dictionary is an action carried out by an individual to achieve what is expected, this is a strategy. Effort is a dynamic aspect which is in its position on something. If an individual exercises his rights and obligations according to his status, then he has made an effort (Big Indonesian Dictionary , 1990) . Efforts are explained as a form of conditional, business method, or as an activity that is carried out in a systematic and directed manner to keep something from spreading (Imam Tabroni et al., 2022).

Effort according to Poerwadar Minta, namely an attempt to convey intent, reason and overview. Furthermore, Peter Salim and Yeni Salim have argued that effort is part of the teacher's main task and that must be carried out by the teacher. From the above conclusion, the researcher concludes that effort is an action carried out by an individual or a group of people in planning their activities in a systematic, planned, directed and sustainable manner. Both efforts that can prevent something that brings harm and efforts to maintain good conditions, so that in this effort can return a person or group of people who are experiencing problems until they are able to solve them. (Arciniegas Paspuel, OG, Álvarez Hernández, SR, Castro Morales, LG, & Maldonado Gudiño, 2021).

In simple terms, the principal is defined as a staff member who functions as a teacher, but he is given the task of leading a school which is a place for teaching and learning and interactions between teachers and students (Deming et al., 2013). The highest position in an educational institution is the principal, so the role of the principal is as a leader, and in the organizational structure the principal has the highest position.. (Khumariroh, 2019).

The principal as the leader as well as the person who regulates an educational institution. The principal is the key to guaranteeing the success or failure of the institution in achieving the

planned goals. The principal's performance will be a barometer for other communities, internally and externally, in carrying out their duties and obligations. The principal is said to be the manager. Because he is the one who arranges everything in the educational institution to achieve the school's goals. The school principal with the position of manager has full authority over the policies pursued in the school's vision and mission. This authority will be maximally applied if the principal in his leadership positions himself professionally. (Arciniegas Paspuel, OG, Álvarez Hernández, SR, Castro Morales, LG, & Maldonado Gudiño, 2021)

There are 7 main roles of the school principal, namely the principal as a motivator, supervisor, administrator, educator, manager, leader, and innovator. To build high performance, the role of the school principal must be done properly and responsibly. The principal as an educator, has the function of creating a conducive climate for schools, and providing encouragement/motivation to teachers in carrying out interesting learning models. (Qistiyah, 2012, p. 278)

The principal in carrying out his duties as a leader cannot be separated from the politics that are already in effect in his society. The policy undertaken by the principal is essentially a product of politics in the field of education. From this we can understand that the principal has a big role in improving the quality of the school. The quality of a school principal is a school principal who really has sufficient background and experience with the many problems faced by education. Then, he manages educational resources so that the improvement of the quality of education he manages can function. (Pearls, 2016, p. 70).

The school principal, who is in charge of leadership at the education level, is responsible for teachers on an ongoing basis. Principals in democratic practice, they need to help teachers get to know the various goals that exist in society so that these goals in education can be fulfilled. In addition, he also needs to assist teachers in building a curriculum according to the needs, interests and abilities of students. The principal as a leader on the other hand is also a source of trust in a number of communities he leads. The duties of the principal in his main function are as follows. Research The research was conducted to get a clear picture of education. For this reason, the principal conducts thorough research. Assessment, The principal can draw conclusions about the problem being supervised, so the second function is to evaluate one of these, the function of this assessment is to focus on negative aspects. Repair, From the issuance of research evaluation results, the principal can find out the situation of education or teaching as well as the facilities available and the efforts used whether they have good and bad impacts and whether they are experiencing developments or setbacks and so on.

2. RESEARCH METHOD

The method that researchers use is a qualitative approach with descriptive methods. Sugiono argues that the method using qualitative research is research used in researching a natural object where the researcher is the key instrument, the technique in data collection is carried out by combining, analyzing and the data is inductive. The results of qualitative research emphasize meaning rather than generalizations.

The aim of qualitative research is to retain the content and form of human behavior and analyze its qualities, instead of being able to transform them into quantitative entities. Furthermore, research for its descriptive purpose is to make systematic descriptions, drawings or drawings, facts that are true and accurate about the phenomena/events being investigated. (Creswell & Guetterman, 2020).

In this research, the technique of collecting data is by observing, conducting interviews, and studying documentation. (Prasanti, 2018, pp. 16–17).

a. Interview

The interview method is a method/technique for collecting data. If you want to do a preliminary study in order to find problems to be researched, then in this journal the author conducts interviews with the Principal, namely Ms. Purwakarta. Interviews are divided into 3 types, namely structured interviews, semi-structured interviews and unstructured. However, in this study the authors used structured interviews. In a sense, structured interviews mean that the author has prepared research instruments in the form of questions whose alternative answers have also been provided. Each respondent in this interview will be asked the same question,

and the data collector will record it. In this interview technique, the author will conduct interviews by asking in-depth questions with key informants who are competent on the problem the author is researching.

b. Observation Method

This method is a data collection technique that has specific characteristics when compared to other techniques. Data collection by observing is used when the research concerns human behavior, work processes, natural phenomena, and when the observed respondents are not too large. In the process of implementing data collection in conducting observations, it can be divided into 2 parts, namely participant observation (participant observation) and non-participant observation. In terms of the instruments used, the observations are structured and unstructured.

c. Documentation Method

This method is a data acquisition technique from existing documents in written objects such as papers, diaries, note books and regulations. The purpose of the documentation method is to obtain data in implementing human resources in the form of documentation of the results of trainings, preparation of Learning Implementation Plans (RPP), and other documentation. (Khumariorh, 2019)

3. RESULTS AND DISCUSSIONS

Based on the results of the interviews and observations that have been carried out, then the author will describe a brief description that has been obtained regarding the Principal's Efforts to Improve Teacher Performance at SMPN 3 Pasawahan, Purwakarta Regency. For more details regarding the efforts made by the Principal, here the author will provide the following analysis.

a. Conducting Work Program Meetings at Schools

Before carrying out the initial stage of teaching and learning for teachers, it is necessary to hold an internal meeting with the school principal. The results of the interview with Mrs. Yati Rosmiati M.Pd., S.Pd as the principal at SMPN 3 Pasawahan Purwakarta are as follows; "Yes, there are those who want to approach a new teaching, conduct education at employee development meetings. Not only dealing with new lessons, but every month for evaluation, but also for that subject, when there is a new school there is a preparatory meeting to face the new school year."

b. Providing Motivation and Support for Educators or Teachers

Motivation is something that can determine the performance of a school principal and with motivation will have a good influence on the progress of education. "One of the principal's efforts is to improve teacher performance in first education with discipline first. So every day especially for lesson teachers who come on time and then fill in absences either online or manually in an effort to increase the efforts of both educators and education staff. Furthermore, it also conducts semester supervision. So per semester there is at least one lesson supervision for the teachers. If there is overall supervision, the school principal's performance evaluation is usually carried out once a year. However, academic supervision of teachers is carried out twice a year. So there is at least 1 semester per semester. If there are two semesters, there will be 2 times.

c. Providing Guidance and Guidance for Educators or Teachers

In this case, the principal's task is to provide guidance and supervise teachers to research and select materials that are appropriate to children's development and the demands of social life. For example having a private conversation as a form of guidance. "The principal monitors the administration. Especially for educators. There are many learning administrations including attendance lists, teacher code of ethics, academic calendars, daily agendas, all of which are recorded as teacher administration. The teacher must have an administration called learning administration. So starting from the syllabus, lesson plans, prota, promissory notes, the student attendance list is all in one bundle. Now, every 6 months it is checked and signed by the school principal and later recapitulated in documents 1, 2 and 3. Teacher administration, school principal administration, educational administration are recapitulated in documents 1, 2 and 3.

d. Making Observations in the School Environment

"Through the results of interviews with the principal, the author obtained the results that the observations were carried out independently and in general. Observation independently,

such as the academic goes directly to the school principal to see the process of teaching and learning activities in class. In general, in addition to holding In House Training (IHT) at the school itself to improve the performance of the school principal and later there will be an observation whether there is an increase or not after participating in the IHT."

e. Inhibiting and Supporting Factors

A person's performance is basically an individual thing. Because every individual must have different levels of ability. The performance of teaching staff depends on a combination of abilities, opportunities obtained and efforts. And the factor of education personnel is knowledge and skills. "Based on the results of interviews with school principals, it was found that one of the inhibiting factors here was not having 30% civil servants, so 70% were honorary teachers. Therefore, because the honorary is synonymous it is not here because there are also those who teach others who are often constrained when there are activities at the school, it has to do with honorary teachers who teach in two places. Finally due to lack of personnel. That is one of the inhibiting factors but it can be overcome by time work cooperation, even if there is no one, the teacher will replace it so that the process goes on as usual."

Furthermore, after seeing the efforts that have been made by the principal at SMPN 3 Pasawahan, Purwakarta Regency, this is of course very meaningful for improving the performance of teachers performance. This kind of thing can be seen from the data below regarding the performance of teachers at SMPN 3 Pasawahan, Purwakarta Regency.

a. Ability to develop programs and lesson plans

A teacher is in charge of educating his students in the learning process. Therefore, a teacher needs to have good performance so that the implementation of learning can run smoothly. However, sometimes a teacher does not prepare or lacks preparation in preparing learning programs and plans so that the learning process in class does not go well. The teacher's ability to develop learning programs is the right solution and an indicator of teacher performance. The results of interviews with the Deputy Head of Curriculum, namely with Mr. Agus Rohendi S.Pd, are as follows; "Already".

b. Ability to carry out learning

"Through the results of the author's interview with the Deputy Head of Curriculum, the result was that in general the teachers here have mastered starting from making learning administration, making learning media, using IT. So it's not so difficult when the new curriculum programs are implemented in this school, like starting from the current curricula, wanting to enter the independent curriculum, teachers are not that difficult in dealing with the policy changes that are currently being made by the government. In this case the district education office."

c. Leaving school permission to the principal

Most teachers now do not ask the principal for permission before leaving school, most of them only ask permission from the Administrative staff (TU). Through the results of an interview with the Deputy Head of Curriculum, he said that; "Yes, they asked permission and then gave the task and the task was handed over to the picket. So there is a picket task that is carried out by the teacher who is not in the lesson that day. Automatically when a teacher asks permission not to teach they report to the principal then the teacher is given an assignment to work on that day.

d. Fill in the teacher's class agenda

"Through the results of the author's interview with the Deputy Head of Curriculum, it was found that teachers here always fill out the attendance list agenda manually and online."

e. Record student attendance every day

The results of the interview with the Deputy Head of Curriculum found that he said; "Yes, attendance is so that every lesson has a perception, the opening of learning, then the core of learning and closing is always reminded by the principal and curriculum. Even here there is a habit before entering school of having to read Asmaul Husna simultaneously, that's a habit that is done every day."

4. CONCLUSION

From the results of research on the efforts of school principals to improve teacher performance at SMPN 3 Pasawahan, Purwakarta Regency. As a whole, it has been well implemented. The following are the efforts of the school principal in improving teacher performance at SMPN 3 Pasawahan Purwakarta : 1) Conducting Work Program Meetings at Schools , 2) Providing Motivation and Support for Educators or Teachers, 3) Providing Guidance and Guidance for Educators or Teachers, 4) Make Observations in the School Environment.

However, there are also inhibiting factors for school principals in improving teacher performance at SMPN 3 Pasawahan Purwakarta, one of which is that most teachers have not yet become civil servants 30% so 70% are honorary teachers. Therefore, because the honorary is synonymous it is not here because there are also those who teach others who are often constrained when there are activities at the school, it has to do with honorary teachers who teach in two places. Finally due to lack of personnel. That is one of the inhibiting factors but it can be overcome by time work cooperation, even if there is no one, the teacher will replace it so that the process goes on as usual.

To the principal, he should always increase the knowledge of supervision, teachers so that they have their role and function as educators, especially regarding the performance of teachers in teaching. So the performance of a teacher will give a good name to the school and achieve the goals set.

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