

Analysis of Principal Leadership Strategies in Improving Teacher Performance

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Abstract: This study aims to determine the leadership strategy of principals in elementary schools in Cendono sub-district, Kudus's district. This research uses qualitative methods using a descriptive approach. The results of the study show that the principal of the Cendono Kudus Elementary School has competence in accordance with government regulations and has a good and ideal leadership strategy and supports teacher performance towards professionalism. Based on the analysis, it shows that the leadership strategy applied is a democratic and participatory leadership strategy, so that ideas and inspiration from teachers and education staff can be developed. Democratic and participatory leadership strategies also provide opportunities to overcome various problems and find solutions together. Based on the results of the research conducted, it can be concluded that the leadership of the principal of SD 6 Cendono Dawe Kudus is included in the democratic and participatory category. The leadership strategy of the head of SD 6 Cedono in improving teacher performance in schools is to develop various programs to optimize school asset capital consisting of human assets, social assets, physical assets, environmental assets and financial assets. Human asset development programs are various programs related to human resources, namely school principals, teachers, students, committees and the community. Social development programs are related to various programs related to social relations that exist in schools. This relationship is the relationship between teachers and principals, teachers and teachers, as well as teachers and committees and the community

Keywords: Leadership Strategy, Teacher Performance

1. Introduction

Principal leadership is one aspect that determines the success of education in schools. This is because school principals have an important role to carry out continuous improvement and development of schools (Khuseini et al., 2023). School principals need adequate competence. This aims so that every problem and school development can be carried out by the school principal. The competencies needed by school principals are personal, managerial, supervisory, entrepreneurship, and social competencies. In addition, the main competencies that must be possessed by school principals, namely: evaluator, managerial, unity of purpose, visionary, difference from others, learning community, reflection, supervision, professional development, collaboration, curriculum developer, and professionalism (Maya Ayu K, Andi Warisno, 2021). There are still many school principals who have problems about not knowing how to use the authority they have to manage the schools they lead because they are afraid of making changes. This shows that the ability of school principals in Indonesia is still weak in managing schools (Hasan et al., 2022). Several phenomena critical to the condition of schools that are associated with the inability of school principals to create effective schools such as school principals are still incapable of maintaining school facilities (Mulyasa, 2022). Jamal M. (2012:19) states that the professionalism of school principals is an absolute requirement in creating quality and highly competitive schools. This means that a school principal should be able to carry out his duties and functions properly to carry out his role as a leader and also a manager.

In this case, in fact, the role of the principal as a teaching leader has failed, the principal tends not to involve teachers in the school committee for decision making. The principal always dominates in every decision making. The ability of the principal socially and cooperatively is the main cause. Due to the weak ability of school principals to manage schools and the lack of literature studies on educational leadership, especially school principals in Indonesia, it is considered important to conduct theoretical studies and find important things to be implemented by school principals from various

leadership strategies (Prasojo, 2020). In his research entitled *The Role of Principal Leadership in Improving Teacher Performance at Nurul Ihsan Middle School, Tolitoli Regency*. Syukri (2012) states that the leadership role of the Nurul Ihsan Middle School principal in carrying out his duties takes an approach with normative rules and conveys motivation to teachers to always work according to their duties, according to the expertise being taught, the step that the principal wants to improve teacher performance is to carry out supervision using the approach of communication, deliberation, planning, coordination and monitoring and evaluation. by carrying out all of this in the end all that is desired can be realized.

Good leadership certainly has a big impact on whether or not organizational goals are achieved because leaders have influence on the performance they lead. The ability to influence a group to achieve goals is part of leadership (Efrina, 2022). The school principal will be successful if he understands the existence of a school as a complex and unique organization and is able to carry out the role of the school principal as someone who is given responsibility for leading the school. The importance of the role of the principal in mobilizing his subordinates in achieving goals. Korpri (2018) states that school principals must understand their duties and functions for the success of the school and have concern for staff and students. Principals who have the trust to lead schools need to like and love work related to the tasks and responsibilities entrusted to them. Principals need to develop programs that have appeal related to school quality. The principal has a very influential leadership role in the school environment for which he is responsible. The task of the principal as a leader is to help teachers develop their potential to the fullest and create a healthy school life atmosphere that encourages teachers, staff, administration, students and parents to unite will, thoughts and actions in activities. effective collaboration for the creation of school goals (Fauzi Muhammad, Warisno Andi, 2019). The management of teaching and educational staff includes employee planning, employee procurement, employee training and development, promotion and transfer, employee termination, employee compensation and evaluation, employee compensation and evaluation. All of this needs to be done properly and correctly so that what is expected is achieved, namely the availability of the required education staff with the classification and abilities and can carry out good and quality work. The same thing has also been conveyed by Faisal (2021) in his research which states that school principals really have an important role in improving teacher performance is the leadership carried out by the principal in improving teacher performance by using a leadership style that is straightforward, democratic and open. In addition, the principal takes the time to communicate with residents in the school, emphasizing all school members to act discipline. From various previous studies, it has been proven that the principal's leadership strategy in superior schools greatly influences the improvement of teacher performance. The reality that occurs in the field is that there are still many teachers who have less than optimal performance so that it has an impact on poor student learning outcomes, the impact is that the quality of schools tends to be low. Things that become phenomena in the field become homework for the school principal in carrying out his duties. The school principal is the most important component in overcoming these problems because the school principal is the person in charge in the education unit who is the driving wheel for teachers to be able to improve performance to achieve goals.

From the various theories and explanations put forward above, a common thread can be drawn that in order to improve the quality of education, in this case, student achievement, what needs to be done is to improve teacher performance. Meanwhile, to improve teacher performance so that it becomes optimal, the leadership of the school principal is needed. For this reason, the author is interested in conducting research to analyze in more depth about the leadership of the school principal in improving teacher performance at SD 6 Cendono, Dawe District, Kudus Regency.

2. Research Methodology

The type of research used is qualitative research using a descriptive approach. The approach used in this qualitative research is a field study or case study approach. Harahap (2020: 56) explains that the case study approach is carried out to study intensively related to environmental interactions, as well as field conditions in one research unit as is. Yin (1996) explains that case studies are a process of seeking empirical knowledge to investigate phenomena in real-life contexts. new case studies can be carried out when the boundaries of phenomena with real contexts tend to be vague which raises research topics that need to find solutions and answers. In this study, researchers collected data or information about principals' leadership strategies in improving teacher performance, then researchers described them in the form of narrative explanations. This research was conducted at SD 6 Cendono, Dawe District. Research subjects were selected using a purposive sampling technique. Sanpiah Faisal (2007:167) states that the purposive sampling technique is selecting subjects deliberately by researchers based on certain criteria or considerations.

3. Results and Discussion

Field facts obtained from this research show that in realizing school principal leadership, of course, the abilities and skills of a school principal as a leader in an education unit are needed because various kinds of leadership roles will not function by themselves, if they are not supported by the abilities of the leader himself. Principal leadership is a way or effort to influence and move teachers, staff, students and other related parties, to work and participate in achieving the goals set. The principal must be able to influence other people within the scope of the school so that they want to follow what

is the goal of the school. Democratic and participatory leadership that is carried out in a structured manner will go well by maintaining good communication with teachers, staff and employees. The principal of SD 6 Cendono has a democratic leadership type. School policies and programs are taken by involving the participation of teachers. In addition, the principal has an open nature in responding to input and criticism from teachers. If the input or criticism given supports the progress of teacher performance and school progress, the principal is willing to accept and realize what is input. In addition, the social climate between teachers and principals also looks harmonious. There is almost no distance that distinguishes between superiors and subordinates. By maintaining respect, teachers are not afraid to convey something to the principal. This shows that the principal has opened himself up to all school members to be able to participate in expressing various ideas and opinions. Even in acting to overcome problems, the principal still involves related parties to discuss the problems that occur. This closes the authoritarian impression of a school principal. On the contrary, the principal does not use his position in making decisions regarding problems that arise in schools. This is in accordance with Blanchard's theory (in Faisal, 2021: 122) which states that the type of democratic leadership is a type of leadership that provides opportunities for subordinates to be invited to participate in contributing thoughts and energy to achieve goals. The leadership style of the Principal of SD 6 Cendono is a leadership style that helps. Winardi (2015: 47) states that the leadership style helps have the characteristics of giving attention to subordinates and trying to create a pleasant climate in helping subordinates complete their tasks. This can be seen from the results of the observations and interviews presented above which show that school principals are often directly involved in assisting in various activities carried out by teachers and students at school. The involvement of the school principal is not only limited to carrying out planning and evaluation activities but also in implementing the school principal's activities to really help implement a program in the school.

In addition to the helpful leadership style, the principal of SD 6 Cendono also has a supporting leadership style. Blanchard (in Faisal, 2021:22) Put forward a supportive leadership style, where the leader provides support so that subordinates can complete their tasks. This can be seen from the existence of various supports provided by school principals to teachers, the support provided is manifested in direct and indirect support. Both mental and energy support. This includes the efforts of the school principal in providing facility support to teachers in carrying out their work.

3.1 Principal Leadership Strategy in Improving Teacher Performance

Based on data obtained through interviews, observation and study of documents, the leadership of the elementary school principal at SD Cendono Dawe Kudus is included in the category of democratic and participatory leadership. This leadership in practice has steps as shown in the following table.

Table 1 - Participatory democratic leadership indicators.

No	Indicator	Example of action
1	Carry out democratic leadership. Leadership tends to carry out actions that always absorb the aspirations of its subordinates.	at regular meetings, the teacher council is directly involved in compiling programs for educational advancement.
2	Act carefully and conscientiously. Not being rash in behaving and making decisions, always objectively accommodating all available forces	Check and recheck in deciding actions by collecting data from various sources
3	Prioritize deliberation in making decisions	every time there is a problem it is always discussed or consulted with subordinates, the principal asks for opinions or input from subordinates

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4	The creation of an atmosphere of mutual respect, safe and conducive	the principal always pays attention to the needs of subordinates by trying to create an atmosphere of mutual trust, mutual respect, empathy and sympathy for the attitudes of subordinates, has a friendly nature, fosters the participation of subordinates in making decisions and activities, prioritizing self-direction, in addition to growing self-respect from subordinates to their leaders, so that what becomes the task is the result of a joint decision and can be carried out as well as possible
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The leadership of the principal of SD 6 Cendono, Dawe Kudus sub-district, is reviewed in carrying out its functions as follows.

- a. Functioning as a manager, the principal has been able to mobilize, influence and provide encouragement to all teachers and educational staff in the educational institutions they lead to improve performance as teachers or educators for students.
- b. As an organizational function, the principal has been able to apply an effective organizational pattern (planning, doing, checking and action). u by teaching by doing or direct orders, because direct orders by the principal are considered effective, seeing teachers as human figures who become figures for students. This method is not only in the organization, but as a top manager's intervention in planning and general control of the work of subordinates. The school principal has become a role model for teachers, administrative staff, students and parents and the community.
- c. Functions as an administrator, the principal carries out functions that are implemented in school activities, including make annual plans or programs, organize school organizations, implement, coordinate and direct and carry out evaluations. As proof of this implementation, the principal already has an annual program document. School documents are complete in accordance with the instructions and targets of the education office which includes teaching programs, student affairs, staffing, finances and completeness of school facilities and infrastructure.
- d. As a supervisor, the principal has carried out the supervisory function well starting from the supervision program, supervision schedule, evidence of supervision implementation, follow-up activities and good evaluation. The existence of a reward and punishment system for teachers and administrative staff makes a conducive working atmosphere and increases performance.

In addition to having a good leadership strategy, school principals must also have skills such as; administration, leadership, organizing, motivating teachers, educational staff and students to study harder, so that students can get good achievements and make the school proud. Principals must have three kinds of skills. The first is organizational skills. The real manifestation of this skill is that the school principal is able to satisfy the school's vision and mission which are further elaborated in an educational program whose implementation is structured in such a way within an organizational framework that is structured in an orderly and systematic educational program. Both human skills, namely skills to cooperate, motivate and lead. And the third is technical skills, namely skills in using knowledge, methods, techniques and equipment to complete certain tasks.

The principal is not just a structural position or a functional position, but an additional position given to school teachers who have certain qualifications and are selected according to a determined mechanism, even though at present the school principal is included in educational staff because they have no obligation to teach in class.

3.2 Teacher Performance

In terms of teacher performance, the principal has been able to lead teachers well so that teacher performance is in the good category. In connection with the performance of teachers at SD 6 Cendono, Dawe sub-district, Kudus's district, they have had good work as a positive impact on the implementation of a good principal's leadership strategy. Good teacher performance indicators are as follows:

Table 2 - Teacher performance indicators.

No	Indicator	fact
1	Teachers apply the 2013 curriculum and the independent curriculum	The implementation of the 2013 curriculum and the independent curriculum was declared by the service to be good
2	Good teacher discipline	The discipline of teachers entering and leaving school is good through online absences
3	There are activities of teacher motivation towards students	Supervision results, all teachers declared good
4	Kemampuan kompetensi pedagogik, sosial, kepribadian dan profesional	Guru telah memiliki kompetensi guru dengan dibuktikan hasil supervisi

Teachers are educational assets that have important points in improving the quality of education. Teachers as human assets are all human resources involved in educational activities, these human resources consist of school principals, teachers, student committees and the community. The development of human assets emphasizes increasing the ability to carry out their duties and obligations. The program carried out by school principals in optimizing human assets to improve teacher performance is as follows.

Table 3 - Human asset optimization program at SD 6 Cendono.

No	Component	Programs
1	Headmaster	Participate in educational and leadership workshop activities Always provide motivation and support to all teachers to be able to carry out their duties and obligations Provide guidance and direction to teachers Supervise and evaluate teacher performance
2	Teacher	Carry out an empowerment program to increase teacher competency through IHT Distribution of Teacher Tasks fairly according to the competencies possessed Carry out empowerment programs to increase teacher competency through workshops and seminars Carry out teacher competency improvement through academic supervision activities Organize discussion and sharing forums Giving rewards and awards to teachers for the achievements obtained
3	Students	increased discipline for students with a class agreement Procurement of various student refractive activity programs Implementation of self-development programs according to the talents and interests of students. With this program, it is hoped that the teacher's performance in guiding and developing students' talents will be better. Guidance and counseling programs for students Extracurricular activities for students

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4	Committee and Society	Involvement of committees and the community inschool programs Establish cooperation with local communities and agencies 3) Parenting program with parents
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In implementing strategies and programs to improve teacher performance at SD 6 Cendono, the supporting factors and constraints were encountered. These supporting factors include: (1) the leadership of the principal; (2) good cooperation of all school members; (3) good commitment of all school members in realizing the vision, mission and goals of the school; (4) high enthusiasm for learning that is owned by all teachers in improving their competence. While the obstacles are (1) there are several program plans that are not implemented as they should; (2) a reduction in the number of teachers in schools; (3) in carrying out the strategy, a leader has a type and style that characterizes his leadership. This type and style of leadership greatly influences the success of the strategy implemented, for this reason the author first conducts an analysis related to the type and style of leadership of the principal.

4. Conclusion

Based on the results of the research conducted, it can be concluded that. The leadership of the principal of SD 6 Cendono Dawe Kudus is included in the democratic and participatory category. The leadership strategy of the head of SD 6 Cendono in improving teacher performance in schools is to develop various programs to optimize school asset capital consisting of human assets, social assets, physical assets, environmental assets and financial assets. Human asset development programs are various programs related to human resources, namely school principals, teachers, students, committees and the community. Social development programs are related to various programs related to social relations that exist in schools. This relationship is the relationship between the teacher and the principal, the teacher and the teacher, as well as the teacher and the committee and the community.

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Conflict of Interest

The authors declare no conflicts of interest.

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