

PRINCIPAL'S STRATEGY TO IMPROVE TEACHER PERFORMANCE AT SMAN 2 KLARI SCHOOL

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Abstract

Teacher performance is the performance of teachers in carrying out their duties and functions by displaying work achievements in accordance with their competencies and carried out responsibly for students to realize towards the intended success. The purpose of this study was to find out how the coaching strategy of the principal to improve teacher performance in high school 2 klari. The function of this study is to obtain knowledge about principals' coaching strategies to improve teacher performance. The writing of this article uses literature studies and observations as research references. Hopefully this article will be a reference for readers and educators in conducting research, especially in the section on principal coaching strategies to improve teacher performance in schools.

Keywords: *teacher performance, headmaster construction strategy*

Introduction

According to Law No. 14 of 2005 (President of the Republic of Indonesia, 2005), what is called a teacher is a professional staff whose main task is to educate, then teach, guide, train, direct, then assess and evaluate students at both primary and secondary school levels, with the aim of implementing the national education system and realizing educational goals national level so that students become people who believe and are devoted to God Almighty, have noble morals, are knowledgeable, capable, creative and responsible. In Article 7 of the law, it is explained that professional teachers must have interest, talent, idealism, commitment to improving the quality of education, noble morals, and be devoted to God Almighty, have competence according to their knowledge, and be responsible for their duties. Apart from their obligations, teachers also have the right to earn income according to their professionalism, receive protection and have the right to develop their potential. Teachers have the right to receive protection, feel safe and comfortable in carrying out their duties, use the facilities and infrastructure at school, have the freedom to carry out assessments using educational principles, have the opportunity to determine policies, have the opportunity to organize and so on. In article 10 of the law it is explained that teachers must have 4 (four) competencies, namely pedagogical competence, professional competence, personal and social competence.

The quality of education is determined by the performance of teachers as professionals. Through teachers, curriculum implementation, utilization of infrastructure and learning climate become meaningful components in students' lives (Masrum, 2021, p 1). Therefore, teacher performance must be good, and in accordance with their function as professionals.

Teacher performance according to (Muspawi, 2021.p.1) is a description of the teacher's attitudes, skills, values and knowledge in carrying out his duties and functions, which is shown in his appearance, actions and work performance and describes the actions displayed by the teacher while carrying out learning activities and his responsibilities as someone who carry out the mandate and responsibility in teaching, educating, developing and developing students towards their intended success. The term performance is intended as a translation of performance. According to (Joen Siemze et al., 2022). Teacher performance refers to the extent to which a teacher is successful in carrying out his duties and responsibilities in an educational context. Evaluation of teacher performance involves various aspects, and several factors that can influence teacher performance. Teachers are expected to have good skills in delivering lesson material, explaining concepts, and creating a conducive learning environment. It can be concluded that teacher performance is the performance of teachers in carrying out their duties and functions by displaying work achievements that are in accordance with their competence and carried out with full responsibility to bring students towards their intended success. (Minister of National Education, 2007) In other words, a teacher must Pedagogical competence, professional competence, personality competence and social competence are indicators of successful teacher performance. A teacher needs to have a deep understanding of the subject matter he teaches in order to convey it clearly and motivate students to learn. Teacher performance is also evaluated based on their ability to interact with students. The ability to understand students' individual needs and create positive relationships with them is an important aspect of teacher performance.

Based on the results of observations carried out by researchers in schools, it was found that teacher performance components related to 4 teacher competencies were not in accordance with what was expected in government regulations, including that there were still many teachers who equated student characteristics in learning, teachers who did not identify students' potential, in learning process, teachers directly carry out learning without looking at the potential of students, do not identify previous material and the extent of students' understanding., teachers directly teach without knowing the background of material that is already known, teachers do not upgrade their knowledge, to improve their learning theory, some teachers not yet using technology in learning, And monotonous method, some teachers make lesson plans not based on learning needs but copying existing ones without adjusting what the teacher will teach. Sometimes during supervision the lesson plans that are read do not correspond to their implementation. Limited facilities and infrastructure make teachers less likely to innovate, more likely to abandon their obligations as teachers. There are teachers who use impolite words in learning, there are teachers who judge in terms of learning outcomes, not the learning process. It is very rare for teachers to reflect after each lesson, discipline is still

lacking, including teachers entering class late and leaving class before the bell rings. Teachers do not provide role models in daily behavior, giving lots of assignments and so on.

The role of the principal is very important in directing teachers and ensuring the effectiveness of overall school management (Muspawi, 2021). Through these roles, principals contribute significantly to creating a conducive learning environment, improving the quality of education, and helping teachers to reach their full potential in educating students. The principal plays a role in establishing a positive and inclusive school culture. It includes values, norms, and expectations that create a positive atmosphere among teachers, staff, students, and parents. Principals can identify potential conflicts among staff or between students and provide effective resolution. This helps create a safe and conducive environment for learning. In conditions like this, the role of the school principal becomes very important in directing teachers to return to the expected competency (in accordance with National Education Ministerial Decree No. 16 of 2007). In Permendikbudristek no. 40 of 2021 (Mendibudristek, 2021), it is stated that the Principal is a teacher who has managerial, personality, social, entrepreneurial and supervisory competencies. According to Kartini Kartono in (Bakti Erwin & AR Holidjah, 2016), a leader is an individual who has skills and strengths, so that he is able to influence other people to jointly carry out certain activities, in order to achieve one or several goals.

Principals can identify potential conflicts among staff or between students and provide effective resolution. This helps create a safe and conducive environment for learning. (Alhabsyi et al., 2022). According to Juniarti et al in (Joel Siemze et al., 2022) Having a good leader's attitude and perspective can provide teachers with the necessary support and resources to improve the quality of teaching and learning. This includes providing teaching materials, training and supporting facilities. Monitor and evaluate the quality of teaching to ensure that teaching methods comply with established standards, and provide constructive feedback for improvement. Apart from that, the Principal has the task of developing learning and education units according to the school program, creating a safe, comfortable and inclusive school, and most importantly being able to improve the quality of student learning processes and outcomes. The difficult task that must be carried out by the Principal is the teachers, who are directly involved in the learning process. The aim of improving the quality of student learning processes and outcomes cannot be separated from the role of educators, in this case teachers who are directly involved in the learning process.

The principal's strategy is the steps and policies taken to achieve educational goals and school development. This strategy is designed to manage resources, improve the quality of teaching and learning, and create a conducive school environment. The principal as an educational leader must be able to (Alhabsyi et al., 2022). And what is the coaching strategy for a school principal to improve teacher performance? Based on the problems described above, the author wants to research how the Principal Development Strategy can improve teacher performance at SMAN 2 Klari.

Method

This research is qualitative research with descriptive analysis techniques through library research. This research seeks to describe existing phenomena, both currently and in the past. This article focuses on the immersion of critical pedagogy in the development of neoliberalism. Meanwhile, Tahmidaten & Krismanto (2020) revealed that there are steps in using this literature review research, including: 1) deepening and looking for general discussions related to the topic being discussed 2) looking for interesting problems regarding the topic being discussed 3) narrowing down the research discussion and organizing it. research materials 4) search for and determine reference sources in the form of books, articles and scientific journals 5) conduct studies and find solutions to these problems and 6) conduct research.

Results

The teacher is one of the principal's subordinates who plays a very important role in moving the wheels of the school organization. The principal's role in developing teachers is crucial in improving teacher performance. What kind of coaching strategy is needed must of course be in accordance with the problems that arise in relation to teacher performance. Insufficient competence and the absence of appropriate strategies from school principals certainly cannot improve teacher performance, even if proper coaching is not carried out, it can cause the quality of education to not be achieved. The aim of coaching is to develop the teacher's ability to carry out tasks and work functions better, more effectively, more skillfully and more systematically in doing work. (Masrum, 2021).

According to (Muspawati, 2021) The results of the teacher's work are seen from the results achieved by the students. Evaluation of teacher work results involves various aspects, and one of the commonly used measures is student academic achievement. Teachers are also evaluated based on individual student progress. This involves the teacher's understanding of each student's needs and level of development and his or her ability to provide appropriate support and guidance. Teachers can be measured based on the effectiveness of the teaching methods used. Methods that are innovative, interactive, and appropriate to students' learning styles can create a more effective learning environment. Teachers are assessed based on their ability to assess student understanding and provide constructive feedback. The evaluation process should include identifying students' strengths and weaknesses to help them understand and improve their performance. Teachers who are able to encourage students' active participation and involvement in the learning process are considered successful. This may include class activities, projects, and discussions that stimulate student interest and motivation. Positive relationships between teachers and students can contribute to learning outcomes. Teachers who understand and value students as individuals may be more successful in motivating them to achieve high academic achievement. Parental involvement can reflect the quality of the teacher's work. Teachers who communicate effectively with parents, provide feedback, and involve them in the educational process can support positive student outcomes. Through evaluating these various aspects, school principals and related parties can understand the impact of teacher performance on student achievement and provide the necessary support for continuous improvement.

Schools are led by principals who have a strategic role in increasing teacher professionalism (Education et al., 2017). The teacher's ability to manage the class well can also be measured. This includes the ability to create a supportive environment, maintain discipline, and create a conducive learning atmosphere. Technology integration and appropriate use of learning resources by teachers can influence student learning outcomes. Teachers who are able to utilize technology well can increase teaching effectiveness. Teachers can use the internet and various online learning platforms to access a variety of learning resources, including learning materials, videos and interactive simulations. The use of interactive whiteboards, simulation software, or educational applications can make learning more interesting and interactive, allowing students to be more actively involved in the learning process.

Principals play a role in improving teacher performance. Principals must focus on efforts to improve and increase the quality of learning, by increasing the performance of the teachers they handle. Susano is deep (Sauri et al., 2021) Apart from that, the principal is expected to be a person who motivates teachers to achieve maximum performance. Therefore, good motivation can increase morale, increase dedication, and produce better results in an educational environment. According to Karwati & Priansa in (Sauri et al., 2021.p. 112) The role of the school principal as a work motivator is:

1. Implement open management
2. Explain the teacher's duties well
3. Implement good vertical relationships
4. Create performance motivation programs and activities
5. Continuous monitoring and evaluation

According to Sauri et al., (2021) The principal as a motivator in improving performance has the following functions:

1. Pushing towards change for the better
2. Goal driving
3. Movers
4. Conducive environmental regulator
5. Maintain a working atmosphere
6. Instill discipline
7. Encouraging work effectiveness
8. Give awards
9. Providing effective learning resources

Discussion

Strategies for Improving Teacher Performance

Improving teacher performance is a process that involves developing the skills, motivation, and support needed to improve educational outcomes. The following are several strategies that can be adopted by school principals or school leaders to improve teacher performance:

1. Professional Development: Provide training and professional development programs that meet teacher needs. Encourage teacher participation in courses, seminars, or workshops relevant to their area of teaching.
2. Regular Supervision and Feedback: Conduct regular classroom supervision to observe and provide direct feedback on teaching methods. Provides constructive feedback and helps teachers to identify areas of improvement.

It is important to identify teachers' specific needs and adapt performance improvement strategies according to the context and challenges faced by schools. A holistic and sustainable approach is needed to ensure professional development and optimal performance for all teaching staff. By involving the process of identifying and understanding the individual needs, interests and expectations of each teacher. Build in-depth knowledge of each teaching staff member's background, skills, and career aspirations.

Principal Development Strategy

According to (Marianita & Yuneti, 2019.p. 4) In improving teacher performance, school principals must have

1. Brilliant ideas are also creative and innovative to help teachers be optimal in their work, so that they can improve the learning process and improve learning outcomes.
2. Tactics to improve the performance of teachers, for teachers who are less than optimal in their performance, such as lack of enthusiasm, lack of discipline and lack of competence, Obedient and obedient whether the principal is in place or not, the principal must also take appropriate steps to overcome existing problems.
3. Role in determining teacher performance improvement. The support and motivation of the school principal can increase teacher enthusiasm to perform well. Give appreciation when the teacher's performance has improved, this can be in the form of praise or thanks. Good communication must be established to avoid misunderstandings.
4. Creating a good organizational climate so that teachers feel comfortable and responsible and can love their work.
5. Interest in improving teacher performance, sacrificing time and thoughts to improve teacher performance, as a sense of responsibility of the school principal towards teachers. Teachers see that their principal is responsible, so he will be a role model.

To improve teacher performance, the principal carries out several coaching strategies, namely

1. For discipline development, the principal must provide exemplary (Munawwaroh, 2019) This means that if the principal sets a good example in terms of discipline, the teachers and students will follow suit. The principal always comes early and welcomes the teachers and students, so that the teachers will imitate the same thing. Apart from that, discipline can be carried out through regular monitoring of teaching and learning activities. After the bell rings, the principal can monitor teaching and

learning activities to see the teacher's presence in the classroom and the continuity of learning, by making rules that have been socialized and must be implemented by all stakeholders in the school. Clear rules will make teacher performance easier to monitor

2. To develop things that teachers need to do or know or solutions to problems, the principal must plan routine briefings so that teacher performance is monitored week by week. Make a note of events every week to be discussed at the morning briefing meeting, so that solutions to problems can be resolved immediately, without having to wait long or even be forgotten.
3. Through supervision activities, both pre-supervision and post-supervision, to develop teacher competence in teaching. (Kristiawan, 2019)
4. To develop teacher competency, the principal and management can plan and implement IHT or independent learning activities that are adjusted to the education report card and availability of funds (BOS).
5. To improve the quality of learning, school principals must create a program to improve facilities and infrastructure to develop teacher quality, to fulfill the facilities and infrastructure needed for teaching.
6. Conduct evaluations every semester and reflect on teaching and learning activities so that teachers know what is lacking and what needs to be improved.
7. Carry out a follow-up plan to implement the evaluation results.
8. Carrying out mental development by supporting and motivating teachers to always be enthusiastic in carrying out the learning process through entrepreneurial skills.
9. Always remind that teaching is a noble task, worship of the Creator, so you need sincerity in carrying it out, not compulsion.
10. The school principal provides guidance on the importance of having a vision, mission and goals as well as school programs, so that in implementing learning all school elements have the same goals. Namely through socialization of school programs
11. The school principal coaches teachers to find joint solutions to the problems they face.
12. There are rewards and fun, to motivate teachers to improve their performance.

From the results of the researcher's observations and evaluations, there were changes in performance after the coaching was carried out, routine briefings meant that teachers were reminded more often of their duties, teachers who were late had decreased, with monitoring of class attendance teachers became more disciplined, because the principal tried to always attend early, to provide an example to teachers about the importance of discipline, provide learning solutions when conducting coaching supervision, so that many teachers innovate in learning, use several models in learning and implement them in learning. In making lesson plans, it has become better, not just copying, but making lesson plans that suit what teachers need, some have even made them innovatively. Understand the importance of communication so that there are no misunderstandings, understand the importance of collaboration in order to realize the same vision, mission and school goals. Teachers' competence increases further with the IHT and webinars they participate in, so that they can be implemented in the classroom. With rewards and fun, teachers become more motivated and more enthusiastic in their performance. A loving approach and

reminding that teaching is worship, causes teachers to feel that work is not a burden but a worship that can bring rewards, so that all work can be done sincerely regardless of whether the principal is present or not.

Conclusion

The principal as a leader in the education unit must have a strategy to improve teacher performance, the strategy that can be implemented can be in the form of coaching teachers. Some of the coaching that can be done is through:

1. The school principal's example, making clear rules and routine supervision is a form of discipline development that can be carried out by the school principal.
2. The routine of a morning briefing every two weeks can help teachers find solutions if there are problems at school.
3. Supervision activities, teachers receive guidance to improve the quality of learning both in the learning process and the administration that must be made.
4. IHT activities or webinars can increase teacher competency and can be implemented in the teaching and learning process.
5. Improving the infrastructure needed to support the implementation of learning is a necessity to increase teacher competency and performance.
6. Learning evaluation and managerial evaluation so that teachers can know what needs to be improved in carrying out their duties. From the results of the evaluation carried out, the school principal can carry out follow-up coaching related to improving the performance needed by teachers to improve the quality of their performance.
7. Mental development by supporting and motivating teachers to always be enthusiastic in carrying out the learning process through entrepreneurial skills.
8. Reminding of the importance of sincerity in carrying out their duties as state servants, so that there is no compulsion in carrying them out, whether or not there is a principal teacher, they will still carry out their duties well.
9. Guidance on the importance of having a vision, mission and goals as well as school programs, so that in implementing learning all school elements have the same goals, through socialization of school programs at the beginning of the school year.
10. Coaching the school principal for teachers to find joint solutions to learning problems
11. Rewards and compensation are needed to motivate teachers to improve their performance.

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