

THE PRINCIPAL'S ROLE AS A LEADER IN IMPROVING THE QUALITY OF TEACHER PERFORMANCE AT YABIS BONTANG INTEGRATED ISLAMIC ELEMENTARY SCHOOL

Sella Anggreni Putri¹; Warman²; Marwiah³

¹²³) Pancasila and Citizenship Education Study Program, Mulawarman University

E-mail: sellaanggreniputri@gmail.com

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: ABSTRACT

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This study aims to examine the Role of The Principal as a Leader in Improving the Quality of Teacher Performance at yabis Bontang Integrated Islamic Elementary School. The type of research used descriptively qualitatively this research focuses on the Role of the Principal as a Leader in Improving the Quality of Teacher Performance at the Yabis Bontang Integrated Islamic Elementary School. Research implementation techniques are observation, interviews, documentation. The source of the research data is the primary data source of 2 people and the informant as many as 6 people. Meanwhile, data analysis consists of collecting data, reducing data, presenting data and drawing conclusions. The results of the study show that the role of the principal can improve the quality of teachers by seeking teachers to take part in training or workshops in improving their abilities in order to improve the quality of learning. The role of the principal can also be carried out by rewarding teachers so that teachers are more motivated in the learning process. The efforts carried out by the principal are to set an example to the teacher so that the teacher has a model in the implementation of his responsible work.

I. INTRODUCTION

Education is a very important human need because education is able to produce quality human resources for development in a country. Education as one of the efforts in order to create a generation that plays an active role in the development of a country (Mustangin, 2018a, 2018b). The development of a country depends on the quality of human resources (Suryaningsi & Sari, 2021). Education as an effort to

improve the knowledge and skills of generations (Saptadi, 2020; Widiastri, 2020). Education as a way to improve the quality of generations (Baniah et al., 2021; Hartanti, 2020). An educated society will have confidence and awareness and be able to compete in every challenge of the development of the times (Amaliah, 2020; Dewi, 2020; Octavia, 2020; Safitri, 2020). Education is also one of the benchmarks to see the progress of a country, society, and also the region.

The implementation of quality education is focused on efforts to improve the quality of education. Improving the quality of education involves education personnel who play a role in building the knowledge, skills and character of students. Therefore, professional education personnel will carry out their roles and duties professionally so that the quality of students can be improved. To become a quality teacher, teachers are expected to be able to create learning tools, manage learning, and be able to develop themselves or follow the development of the world of education so as not to miss information and master teaching materials in accordance with their fields. This is because the learning process is an interaction between educators and students (Lukman, 2021; Wahyuni, 2021). Adequate educators will support the success of the educational process carried out (Wahyuni, 2021).

Then the teacher needs services to make learning improvements. in this case coaching, of course there are parties who are in charge or play a role in providing assistance and coaching services to teachers, so that teachers become aware of things that are should be improved and things to be improved. For this reason, there is an important element in education known as supervision, supervisor, or supervisor who has the responsibility to assist teachers in developing their profession.

The principal as the highest leader in the school is considered successful if he can improve teacher performance through various forms of training activities on the ability of teachers to carry out learning in schools. For this reason, the principal must be able to fulfill his role and responsibilities as an education manager, leader

education, education supervisors and administrators. It is hoped that the principal will be able to create a pleasant and conducive work environment in the school, so that every teacher can work optimally. The role and function of the Principal is very necessary in improving teacher performance (Mi, 2012). The Principal has a duty to help and foster teachers as his partners to be more professional in carrying out their

duties by planning and implementing learning (Kartini & Susanti, 2019). The role of the principal in improving teacher performance is so important.

The efforts that must be made by the principal in the guidance and development of teachers are an obligation to place teachers as professional partners engaged in service services, therefore the leadership of the principal in this case plays an important role to carry out in a Sustainable. To maintain the quality of learning, educational institutions must strive to provide guidance and development to teachers. This effort is made to encourage teachers to continue to have the same enthusiasm and motivation in carrying out their duties as educators. Based on the background of the problems that have been described above, the researcher felt interested in conducting a study entitled "The Role of the Principal as a Leader in Improving the Quality of Teacher Performance in Integrated Islamic Elementary Schools Yabis Bontang"

II. METHODS

Based on the understanding of the research above, the research used is qualitative descriptive research, which is a study whose purpose is to describe systematically and regularly, facts and accurately about the properties, these facts the researcher seeks to describe the Role of the Principal as a Leader in Improving the Quality of Teacher Performance at Yabis Bontang Integrated Islamic Elementary School.

Research implementation techniques are observation, interviews, documentation. The source of the research data is the primary data source of 2 people and the informant as many as 6 people. Meanwhile, data analysis consists of collecting data, reducing data, presenting data and drawing conclusions.

III. RESULT AND DISCUSSION

A. The Role of The Principal As A Leader In Improving The Quality Of Teacher Performance

1. Building Teacher Creativity

The principal of SD Islam Terpadu Yabis as a leader has built teacher creativity through work programs or development coaching to teachers, gave awards, and the principal has also performed his role, namely as supervision in order to maintain quality teacher performance. The principal can send teachers to attend training and workshops (Alamsyah, 2017; Sulastri

et al., 2020; Tobing & Hasanah, 2021). Training is one of the efforts to improve certain skills in the form of increasing knowledge and skills (Riyadi, 2020). Efforts to increase creativity in teachers by the principal are by providing teacher competency guidance so that teachers have adequate capacity in the learning process. A skilled person will be able to meet one's own needs according to the skills possessed (Monika, 2020). This teacher coaching process needs to be carried out by the principal because it supports educational success.

The principal of the coaching school is not only related to teacher competence but coaching to come up with new ideas is also carried out and always appreciates outstanding teachers and can encourage teachers not to be afraid to be creative because change or creativity arises from the teacher himself. Therefore, the role of the principal as a leader in building teacher creativity is very important.

2. Encouraging and Motivating Teachers

His role as a leader in encouraging and motivating teachers, namely with the principal has explained that to create enthusiasm and motivation for teachers in every meeting is always supported or motivated every week including teachers who have difficulties always the principal provided support. make efforts to generate or arouse teachers to do and cooperate optimally to provide enthusiasm and motivation to teachers, also what the principal does is the provision of appreciation and creating a conducive environment that has been done both during meetings and at the time of coaching. efforts that can be made by the principal in increasing the creativity of teacher learning include: motivational assistance, supervision or supervision of teachers, providing guidance and development, giving reward or rewards for creative teachers (Yusuf & Rosyidah, 2021). The principal must have the right strategy to motivate the teachers in performing their various tasks and functions. This strategy can be carried out by the principal through the arrangement of a harmonious environment, a conducive working atmosphere, discipline, appreciation (Mukhtar, 2015). The principal's efforts in giving awards were able to increase the motivation of teachers in completing their work.

3. Setting a good example

The strategy of a principal should set a good example for teachers. Such as discipline in carrying out tasks, diligent in work, always trying to carry out tasks well. According to the results of research with the principal of SD Islam Terpadu Yabis Bontang, the principal's efforts as a leader in providing good examples of example include that the principal has shown a disciplined, suave and punctual attitude when in school.

The principal is an example for the teachers, all the actions of the principal will be an example for the teacher (Tarigan, 2016). The principal as a supervisor functions as a supervisor, coach, controller, director and gives good examples to teachers and their subordinates (Yusuf & Rosyidah, 2021). The leadership of a principal is closely related to personality, and the principal's personality as a leader will be reflected in his traits of authority, honesty, confidence, responsibility, communicative, and courageous in taking risks and decisions, big spirit, stable emotions and exemplary (Mukhtar, 2015). The role of the principal as an innovator who has the right strategy to integrate each activity, provide a good example and example to all education personnel and residents in the school (Yahdiyani et al., 2020). The principal is a figure who must be able to set an example for teachers so that they become role models in the context of self-development of educators.

IV. CONCLUSION

Teachers as one of the important factors in educational success need to develop themselves in order to be able to play a role in the learning process. Self-development of teachers is the responsibility of the principal as a leader in an educational unit. The principal can increase the creativity of teachers by including teachers in training activities or workshops. The results of this training or workshop will make teachers have a new learning experience that can be used as one of the provisions in improving the quality of learning. Teacher development can be carried out by the principal by rewarding teachers. This award will motivate teachers to continue to show their qualities. Next is to set an example so that the teacher has a role model in carrying out his duties and responsibilities.

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