

The Strategy of the School Principal in Improving Teacher Performance in the 4.0 Revolution Era in Min Banda Aceh, Indonesia

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DOI: [10.22178/pos.92-13](https://doi.org/10.22178/pos.92-13)

LCC Subject Category: L7-991

Received 26.04.2023

Accepted 28.05.2023

Published online 31.05.2023

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Abstract. Leadership is an essential component in running an organisation. A leader needs a strategy where educators are willing and able to develop skills in the current era. This study aims to find out what strategies are used by a leader in improving teacher performance in the Revolutionary Era 4.0 at MIN Banda Aceh, Indonesia. The method used is a descriptive analysis method with a qualitative approach – data collection techniques through observation, interviews, and documentation. The subjects are Principals, Curriculum Assistants and Teachers of MIN 6 Model Banda Aceh and MIN 9 Banda Aceh. This study had eight research subjects: two school principals, two deputy heads of curriculum and four teachers. The results showed that: 1) MIN 9 Banda Aceh programs implemented to improve teacher performance in the 4.0 revolution era were the mini KKG program and the Digital Class Program programmed by the Ministry of Religion to support changes and developments in increasingly advanced technology. 2) School Principals have several strategies for improving teacher performance in Revolutionary Age 4.0. The initial strategy was to provide training to educators, and the second strategy was to provide opportunities for teachers by attending webinars and private lessons on the operational use of IT. The 3rd strategy is Disciplining the teachers. The discipline of using is composed of several indicators, namely, the field of attendance, the punishment of dress, the discipline of entering class, the sentence of sharing a sense (social) and the penalty of responsibility. 3) The evaluation is carried out by supervising teaching staff starting from the initial, core, and closing activities and looking at administrative completeness such as syllabus, lesson plans, modules, ppt, teaching materials and materials according to the students. 4) The obstacles to implementing the mini KKG and Digital Class programs are insignificant. These obstacles can be overcome properly.

Keywords: Principal strategy; Teacher performance; Revolution era 4.0.

INTRODUCTION

In the era of Revolution 4.0 in the 21st century, science and technology are developing rapidly, and every aspect of life is inseparable from technology. This era is also known as technological disruption. Namely, technology dominates life and can even replace and change human work. As explained by [1] that "Technology is an integral part of people's lives. The world seems to be in one grip".

Changes in this era are unavoidable for anyone, hence the need for adequate human resources to adapt and compete globally. Improving the quali-

ty of human resources through education, from elementary to secondary to tertiary education, is the key to keeping up with the developments of the 21st century.

The global requirement in the education sector is to always follow and adapt to technological developments to improve the quality of education. Lestari's statement [2] states, "Education itself must also use technology to facilitate learning, and technology is no longer a prohibition for students at school but becomes something that is needed."

The quality of educators, such as teachers, also determines the success of an educational institu-

tion in facing this era. Teachers need skills and the ability to adapt to new technologies and global challenges. In this situation, every educational institution must prepare a new orientation and literacy in the field of education.

Teaching staff, especially teachers proficient in operating this technology, is essential for improving teachers' teaching quality and professional level. Technology cannot replace teachers, but teachers who cannot correctly use technology in the learning process will be replaced by teachers who are proficient in classroom management and intelligent use of technology in the learning process. Author [3] said, "Having technological skills must also be accompanied by an understanding that technology is to be utilised in obtaining positive learning outcomes". The use of technology in the learning process is necessary so that the education system can adapt to existing technological developments. Like what was conveyed by [4, 5, 6], namely educators must be able to master the development of the times by being able to collaborate learning with technological practices to bring up innovative and joyous learning for school progress and education.

In 2020, the Ministry of Religion launched a digital transformation plan for madrasah education. The program aims to improve and balance the quality of Islamic school education in the era of the Industrial Revolution 4.0. The principal's role as a leader is to develop and mentor teachers to improve performance based on the qualities of educators in the 4.0 era. The principal, as a leader, has a vital role in improving teachers' pedagogical quality and skills, which in turn is to improve student achievement. As explained by [7], leadership in the field of education means that:

Leaders must have skills in influencing, encouraging, guiding, directing, and mobilising other people who have something to do with the implementation and development of education and teaching or training so that all activities can run effectively and efficiently, which in turn will achieve the educational and learning goals that have been set.

Leadership is an essential part of running an organisation. Every organisation should have a leader who moves elements of the organisation. Without a leader, an organisation loses direction in running the organisation. As a leader, the principal must always be ready for all the changes happening so fast in the world of education. In an educational institution, what is needed are initia-

tives and strategies from a leader through education so that they can produce innovative and quality human resources and adapt to the changes that occur.

Expected leadership is transformational leadership. Leaders need strategies for educators willing and able to develop skills in the current era. Strategy is a determining factor for the success of an organisation. Organisations cannot determine how to take advantage of new opportunities without a strategy. Author [8] states, "The school principal's strategy is to overcome all obstacles or challenges by utilising all school resources, including increasing teacher professionalism to achieve school goals".

METHOD

This study uses a qualitative approach using a descriptive system that accurately describes the phenomenon through facts, events, and symptoms in the field. According to [9], states that "Qualitative research is an inquiry strategy that emphasises the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focus and multi-method, is natural and holistic, prioritises quality, using several ways, and presented narratively."

The subjects in this study were school principals, curricula deputy heads and teachers at MIN 6 Model Banda Aceh and MIN 9 Banda Aceh. This study had eight research subjects: two school principals, two curriculum assistants and four teachers. The data collection techniques used in this study were interviews and documentation.

Data analysis techniques are performed by organising data, describing it into units, synthesising it, compiling it into patterns, selecting what is essential and what will be studied, and drawing conclusions that can be told to others. According to [10], data analysis is the process of systematically searching for and compiling data from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others.

RESULTS AND DISCUSSION

Principal's Program in Improving Teacher Performance in the Revolutionary Era 4.0. The principal is the leader of the educational unit and has

a significant influence on the quality of the school. The role of the principal is vital to achieving the vision and goals of the school. Therefore, school principals are required to influence educators towards better educational changes. This is similar to what was conveyed by [11], who states that "The leadership of the school principal is one of the factors that can encourage schools to achieve the vision, mission, goals and objectives of their school through activities that are carried out in a structured and organised manner little by little." With the existence of a teacher performance improvement program in schools, it is hoped that teachers can improve their performance to achieve educational goals.

The study results show changes or developments in the vision and mission of Min 9 Banda to the conditions required in the current era. There is a program called KKG Mini. To support the changing times, the Madrasa has also implemented a digital curriculum prepared by the Ministry of Religion. The parties involved in this program are involved in the mini KKG, namely supervisors, principals, and senior and junior teachers. Sometimes, if the material is complex, speakers from outside will be brought in, namely LPMP, BDK, and people who are qualified/experts about the knowledge that will be conveyed to the teaching staff. For digital classes, those involved are the head of the Madrasa, teaching staff, students in grade 6 (2 groups), and parents of students. The school principal formed the team to implement the mini KKG program: the chairman, secretary, treasurer, and members.

The Principal's Strategy for Improving Teacher Performance in the 4.0 Revolution Era. Principals must adopt the proper methods and strategies in their educational units to improve teacher performance. Author [12] states, "Strategy is a plan containing a series of activities designed to achieve certain educational goals". According to [13, 14, 15], "To improve teacher performance, principals have several strategies such as coaching teacher discipline, capacity building, motivation, creating a harmonious working environment, nurturing teacher creativity, evaluation and supervision".

The Head of Madrasah MIN 9 Banda Aceh has several strategies for improving teacher performance in Revolutionary 4.0.

Strategy 1: The initial plan is to provide training to educators. We allow educators to take part in training regarding the material that will be pre-

sented to students and is already in our coordination meeting and has also been in the madrasah development plan for the last three years.

Strategy 2: Provide opportunities for teachers by participating in webinars, and private lessons on IT operations, so that teachers can develop themselves. For example, there is a government allocation of funds (bos fund) and private funding. With the mini KKG program in Madrasas, teachers can train themselves in practising what they have learned from outside or teachers who study with other teachers, and some can become peer tutors for others.

Strategy 3: Discipline the teachers. If a program wants to be successful, it must be encouraged with discipline. Without discipline, no project will be successful how to discipline it I share several indicators.

Namely:

1. Attendance Discipline. Come and go home on time by KMA regulations (religious ministerial decree) which already include the role of the head and how an ASN should position himself as a servant or an excellent civil servant.
2. Discipline dress. Dress the same, and make role models to others. Wear the same clothes so that there is no social gap between teachers.
3. Discipline in class. Giving birth to teacher performance, what is done with students. The rule requires teachers to be disciplined in entering type, which is necessary for teachers.
4. Discipline of sharing (social). Mutual assistance between fellow educators.
5. Discipline of responsibility. For performance to run well, teachers must prepare learning with careful planning and ADM (syllabus, lesson plans, modules, ppt, teaching materials, and materials appropriate to the students themselves).

With responsibility and a synergistic attitude, the principal hopes he will achieve an ideal so that this teacher becomes a natural teacher. Eighteen teacher characteristics must be mastered by the head of the Madrasa to shape the teacher's character from those who don't know to know. Teachers who don't have good performance must have good performance. Then the 18 characters must be carried out. Although not too perfect. Teachers must be able to innovate.

The approach taken by the madrasa principal is never to leave the teacher alone, to control, di-

rect, guide and supervise the teaching staff of this Madrasa. Supervision activities are carried out by looking at what initial activities are delivered, what core activities are carried out, and what closing activities are concluded by an educator. The Deputy Head of Curriculum also added that if there are teachers who are more innovative and creative, we will give them rewards. At the end of the learning year, if the teacher performs well in carrying out the task, then giving the prize is a form of cooperation with the school principal.

The form facilities provided will significantly support the learning process, such as Wifi, laptops for teachers and knowledge roaming accounts for digital classroom learning and a particular reading room for inclusive children. We provide these facilities to support classes to run smoothly and be beneficial.

Evaluation of the Principal's Program in Improving Teacher Performance in the 4.0 Revolution Era. The review aims to see the learning process in the classroom. Supervise from initial activities, core activities, and activities to closing activities, and perform daily supervision. From an administrative point of view, they are seen by the teacher (syllabus, lesson plans, modules, ppt, teaching materials, and materials appropriate to the students themselves). According to the principal, the teacher's performance will not develop without evaluation. Supervision of the digital classroom is done through a Knowledge Roaming account. Students' knowledge exploration accounts can be supervised by various parties, namely school principals, teachers, and student's parents. The supervision carried out by the teacher in the digital class that the teacher must check control by going around the course, not monotonously sitting in a chair and not leaving the class unsupervised.

The evaluation results regarding administration are complete, for responsibility and discipline have achieved good results. There has been a very significant change. The Deputy Head of Curriculum also said that several teacher performance teachers had met the standards and had performed beyond what was expected. Still, some sometimes decreased, which was caused by being busy outside school. For teachers who teach digital classes, performance is shown to increase with increased enthusiasm and student abilities due to the use of technology. Evaluation is usually carried out at the end of the semester, along with the distribution of teacher allowances.

Still, for the supervision of educators, it has started to be carried out at the beginning of the semester. Those involved in the evaluation process were the school principal, Deputy Head of Curriculum, and Student Affairs, and asked for the help of three homeroom teachers in implementing it.

Obstacles to School Principals in Improving Teacher Performance in the Revolutionary Era 4.0. The results showed insignificant obstacles in implementing teacher performance improvement programs in the 4.0 revolution era. According to the head, all programs have obstacles. The difference lies in the size of the block. The existence of a teacher who has mastered the knowledge conveyed by the speaker, sometimes the teacher feels that he has got the ability. For the principal, this is a minor obstacle in this Madrasa. However, as the program progresses, this is no longer an obstacle. Second, there are obstacles at the time of implementation. Sometimes the presence of guests from outside to observe digital madrasas or inclusive madrasas (school visit studies) disrupts programs that teachers at madrasas have scheduled. For the implementation of the digital class program, the obstacle for the teacher is when opening an account, sometimes, there are problems with the network, and students cannot enter, so the teaching and learning process is not carried out optimally. Sometimes students can open other accounts besides exploring knowledge accounts.

The solution to these obstacles is to shift the mini-KKG program schedule according to the mutual agreement. Barriers from digital classes are overcome by monitoring class teachers and school operators because teachers and operators can see and watch how many students are currently opening study accounts from student accounts. If the operator finds a student opening another account on the laptop, the operator will report it to the teacher in class. The network in the digital class has been improved so that in carrying out the teaching and learning process, there are no problems accessing the Jelajah knowledge account.

CONCLUSIONS

Based on the results of research and data analysis that has been done, it can be concluded that:

1. MIN 9 Banda Aceh's programs implemented to improve teacher performance in the 4.0 revolu-

tion era were the mini KKG program and the Digital Class Program programmed by the Ministry of Religion to support changes and developments in increasingly advanced technology.

2. Several strategies for principals to improve teacher performance in the era of the 4.0 revolution. The initial design is to provide training to educators. The 2nd strategy is to provide opportunities for teachers by attending webinars and private lessons on IT operations. The 3rd strategy is Disciplining the teachers. The discipline of using is divided into several indicators, namely, the discipline of attendance, the discipline of dress, the field of entering class, the discipline of sharing a sense (social) and the discipline of responsibility.

3. The evaluation is carried out by supervising teaching staff starting from the initial, core, and closing activities, and looking at administrative completeness such as syllabus, lesson plans,

modules, ppt, teaching materials, porta, prose and materials appropriate to the students.

4. The obstacles to implementing the mini KKG and Digital Class programs are not too significant, including delaying the implementation of the mini KKG when there is a study visit and adding networks in digital classes so that the learning process performs according to purpose.

Acknowledgements

Thank you to the school principals, vice curricula and teachers at MIN 6 Banda Aceh and MIN 9 Banda Aceh for providing the data and information needed during the research.

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