

The Role of Principals on Teacher Performance Improvement in a Suburban School

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Abstract

One of the efforts to enhance the first-rate of current schooling is strengthening college principals. It is because the fundamental is the using pressure for the capacity of college resources, especially teachers, college staff, and students. In addition to having know-how and capabilities in his supervisory work, a manager's fundamental additionally calls for positive supervision strategies in sporting out his supervisory duties. This study aims to determine principals' roles and strategies in improving teacher performance. This research uses a descriptive qualitative with interviews, observation, and documentation as data collection methods. The data analysis is triangulation, negative case analysis, reference materials, and member checks. The results indicate that the role of the principal is a supervisor, consultant, group leader, and motivator. Thus, the principal must always strive to improve his leadership to carry out his function as the head of the madrasa, either by participating in scientific training activities or organizing teachers and principals. In addition, the researcher suggests that the following research should focus more on managing the principal in the decision-making process in creating comfortable conditions for the school community.

Keywords

Principal; Teacher Performance; School Management; Suburban School

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1. INTRODUCTION

One of the efforts to enhance the exceptional of current training is to reinforce college principals. This is because the predominant motive force for the capacity of college strength, specifically teachers, college employees, and students. Such is the predominant position inside the technique of attaining instructional goals. The achievement or failure of college sports is decided via way of means of the exceptional of the predominant himself. All strength abilities ought to be maximized in the sort of way (Aziz, 2019). Teachers want to be mobilized in the atmosphere of a fantastic and efficient painting. Because of the input, its effect may be very massive in gaining knowledge of the process. Similarly, bodily and administrative systematization wishes to be fostered for the area and excessive enthusiasm for gaining knowledge.

Supervision is a procedure of steerage from the advanced to instructors and different college employees who at once deal with the students' gaining knowledge of, to enhance the coaching and gaining knowledge of the situation, so that scholars can research correctly with growing gaining knowledge of achievements (Aziz & Dewi, 2019). In addition, supervision can be interpreted as an effort to systematically and continuously observe explanations, instructions, and coaching and straighten out various things that need to be corrected (Graupp & Wrona, 2017). This suggests that supervision is only sometimes a short-term pastime. However, it is a non-stop pastime, so instructors usually broaden their responsibilities and can clear up diverse instructional and studying troubles successfully and efficiently. For this reason, supervision needs to be carried out by the principal as an educational leader so that work or activities can occur to the established plan and that improvement efforts can be taken if misappropriation or deviation occurs.

Effective supervision practices encompass offering comments on plenty of topics, including powerful academic techniques and methods, study room control issues, scholar behavior, and scholar achievement. Additionally, principals must assist instructors within the expert improvement and group-building regions. Principals offer remarks and steerage to their instructors to enhance pupil learning. Principals also can assist instructors in broadening lesson plans and strategies, revealing pupil progress, perceiving troubles early on, and creating a supportive painting environment. Principals additionally play a critical function in the instructor assessment process (Swisher & Armstrong, 2022). Principals often have to offer comments and steering to assist instructors in enhancing their coaching skills. Principals also can assist instructors in broadening lesson plans and strategies, revealing scholarly progress, perceiving issues early on, and creating a supportive painting environment (Linden, 2022). However, a few researchers argue that principals must now no longer be entirely liable for the trainer assessment process. Instead, they must paint with the college district to expand a sound, truthful assessment gadget that displays scholar achievement (Cui & Zhang, 2018). Principals are an important part of the trainer's performance equation. They offer comments and steering to their instructors to enhance pupil learning. Principals can also assist instructors in increasing lesson plans and strategies, screening pupil progress, becoming aware of troubles early on, and creating a supportive painting environment. From this background, researchers want to know more about the role of principals in improving teacher performance, and how principals' strategies in improving teacher performance in remote schools.

2. METHODS

This study's technique is qualitative studies. Qualitative studies are a specific lifestyle inside the social sciences that essentially is predicated at the remark of guy in his flock and pertains to the ones human beings in his dialogue and passage (Lexy, 2020). The kind of studies used is descriptive. Descriptive studies seek to explain and interpret present data, except descriptive studies are constrained to efforts to expose issues or situations, or activities as they're so that they're reality finding (Ulfatin, 2022).

In this study, the researcher was positioned as a key instrument, collecting the data sought through documentation, behavioral observations, or participant interviews. Researchers are tasked with establishing the focus of the research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and making conclusions based on their findings. In this study, the researcher conducts pre-research observations to find interesting problems that can be raised as research material. Then the researcher will establish the research focus and research informants and collect data by means of observation, interviews, and documentation. Furthermore, the researcher conducts data analysis using data reduction, data display, conclusion drawing / verification, and reports on research results.

3. FINDINGS AND DISCUSSIONS

Description of Research Findings

a. How is the Role of the Principal in Improving Teacher Performance in MTs Ma'arif Tuban?

An educational institution is an institution in which there is an organizational structure consisting of the principal or leader, teachers, administrative staff, and general assistants. Each of these divisions plays a role in each other in trying to humanize people. The goal of educational institutions is to help students think and behave according to scientific treasures so that one day they can become the next generation of the nation who are smart and skilled in every action. To create the above goals, the educational institution must first run well, starting from the principal, teachers, staff, and general assistants can carry out their respective duties and responsibilities. A very large role in the success of the vision and mission of the educational institution here is determined by the level of proficiency possessed by a leader referred to as the principal.

The principal must constantly monitor the teachers, he is a facilitator for the school community, and he is also diligent in supervising the teaching and learning process. If there are mistakes, he will help correct the existing deficiencies. He also gave us a briefing or guidance to improve the education quality. From the interview, it can be understood that the principal's background supervises the realization of outstanding students. The teacher becomes the central position in distributing skills to the students. Therefore, whether or not students succeed in mastering the lesson depends on a teacher's expertise as a guide for the course of learning. The principal position is a driving actor for his subordinates and a leader who is always ready to provide solutions and assistance in overcoming every problem that occurs to all staff in the school. Moreover, before supervising, a supervisor must first know the focus of competence that must be achieved by the party to be supervised or the objectives of the supervision activity. In an interview that the researcher conducted, he said:

In doing this supervision, there is a competence that I want to achieve, namely the function of the teacher as a teacher of students. So the main thing that I emphasize is how the learning method of the teacher's mother is. Whether it has been good or not. As well as learning tools such as a year program, promissory notes, syllabuses, and lesson plans, it is the focus that I emphasize that every teacher here can master.

Goals are things that are to be achieved using certain methods. The existence of standards to be achieved can make it easier to carry out what actions or methods will be used to achieve these goals. A supervisor must first know the goals to be achieved before conducting supervision activities for the parties who want to be supervised. Before the supervision activities are carried out, the supervisor must have a plan in advance. As he said:

Regarding planning, I first designed the steps I would take before supervising the teachers. Start from beginning to end. In addition, the form of supervision that I will use has been designed by me in advance. Such as observation, then how to countermeasures, and follow-up.

From the interview above, it can be seen that a supervisor must first have a plan before the supervision activity is carried out because the planning above can make it easier when you have carried

out these supervision activities. In addition, the above design can clarify the steps to be carried out, and there are already guidelines for carrying out supervision activities.

Planning is indeed the first staple thing to do before the supervisor's activities are carried out. Because from the planning, it can be seen how effectively the supervision activity is carried out. Therefore, planning must also be appropriately designed to create good supervision activities. As stated by him said:

Regarding the example of planning I have done, I first supervise the class during the learning process. Look at the learning methods from the teacher and see if the learning tools are appropriate yet. In this second step, I did an approximate analysis of what should be improved. My new supervision activities will be carried out from here to overcome them. After that, I usually hold a follow-up in following up on the supervision that I have carried out. I once did class supervision, so I did a class observation observing the teacher's mother teaching my students. Seeing how the class is conditioned and what the attitude of the student is my observation that I usually do once a month.

Supervision is planned assistance carried out by the supervisor to the supervised party. The principal of MTs, Al Ma'arif Tuban, who acts as a supervisor for the teachers and staff in the school, has full responsibility for implementing supervision activities. This effort is a form of action from a researcher in making observations about class conditions during learning activities to obtain an overview to assess its effectiveness. In addition, researchers experimented to obtain an overview of the methods used by teachers in carrying out the learning process.

Leadership is the highest office in an institution. A leader has a great responsibility for his subordinates in the madrasa, namely the teachers and staff in the relief where every activity in the institution cannot be separated from the responsibility of a leader.

Supervision as an effort to improve teacher professionalism is assistance provided by a madrasa head in enhancing the abilities possessed by teachers. It can be understood that a teacher is a person who is fully responsible for developing the competencies possessed by students. It also has a very important role, always to be considered and improved by the abilities owned by a teacher to have an effective learning process and make outstanding students. In interviews with several teachers agreed that:

The teacher's professionalism includes four pedagogical, social, professional, and personality competencies. This competence concerns the principal because pedagogics is closely related to scientific knowledge and social insights related to relationships and communication skills with teachers, students, and the community. Professionals are concerned with the duties of teachers as mentors, educators, and teachers. Meanwhile, with the personality regarding the behavior of the teacher himself, it becomes an example for students.

Of the four professional competencies of teachers above, the principal's goal is to carry out a supervision program for teachers. After knowing the competencies to be achieved, the next step as a supervisor is to carry out the supervision activities that cover the four professional competencies above. So the role of supervisor for the principal is eagerly awaited for the creation of success in the learning process. As stated by the principal at MTs Al Ma'arif Plumpang Tuban explained that:

The principal's job as a supervisor is to assist teachers in overcoming all problems faced, especially difficulties in learning. Therefore it is the responsibility of the principal.

From the interview above, it can be understood that the principal's efforts in providing assistance to teachers in completing their assignments. The above efforts are a form of the role of the principal/supervisor in improving the abilities possessed by the teachers. So that a school head should often hold joint training in overcoming problems experienced by teachers, the settlement made by the principal can provide a good relationship between teachers, the head of the school, and the school committee. Scientific forums can also be conducted to add new insights. Assisting teachers in increasing the potential and knowledge carried out by the principal is the purpose of the supervision activity itself

to increase the professionalism of the teachers. The same was said by the deputy head of Curriculum MTs Al Ma'arif Tuban, who said:

At a time when teachers were having difficulties during the K13 transition, many teachers still had difficulty implementing it. He conducted training with teachers by inviting speakers from the Ministry of Religion. This is very helpful for teachers in providing solutions to teachers' difficulties.

From the interview above, it can be seen that the role carried out by the principal is to coordinate teachers to participate in training activities and condition teachers to hold discussion forums attended by one of the supervisors from the Ministry of Religion to create truly professional teaching staff. The principal's role as a supervisor can be a good help for teachers. Suppose the supervision is carried out continuously with supervision and guidance carried out regularly. In that case, it can improve teachers' effectiveness in carrying out their duties as teachers.

The role of the principal can be a figure as a motivator for each teacher in carrying out his responsibilities as a teacher. Become a professional teacher and improve the quality of the institution. An institution that is truly capable of increasing the potential of students. A school is an agency with an organizational structure consisting of the principal, teachers, administrative staff, and general assistants. Each of these divisions plays a role in each other in efforts to humanize people. Educational institutions aim to assist students in thinking and behaving with scientific treasures so that one day they can become the nation's next generation who are intelligent and skilled in every action.

b. *What is the principal's strategy for improving teacher performance in MTs Al Ma'arif Tuban?*

In carrying out his duties as a supervisor, the principal of MTs Al Ma'arif Tuban conducted a class visit to witness firsthand the teacher teaching process in the classroom, deliver material to students and give directions to the teacher in the learning process. As explained in the interview results as follows:

The principal carries out supervision activities at least 2 (two) times in one semester. Before the scheduled supervision in class, there is an interview with the teacher concerned about what material will be delivered, its preparation, learning media, and so on. Then there are erratic class visits or without confirmation from the teacher because they want to know the classroom condition or how the teacher teaches if it is not supervised.

The Islamic Religious Education teacher also explained this. He explained that;

The principal's supervision activities are carried out programmatically. Every semester twice. Or, at any time, you can also check the class in the morning to ensure the learning process runs well and smoothly.

The researcher witnessed that the principal visited each class during the learning process. Furthermore, the principal conducts private meetings that are conducted after the class visit or before the class visit. Private meetings discuss supervision and problems or difficulties that teachers face. In improving the professionalism of the teacher, the principal also implements a private meeting with the teacher who made a mistake or carried out a bad task by meeting in class, calling the teacher to the principal's room, or directly when the principal sees an act of error from the teacher and then given an explanation related to the mistake made and also at the same time provided a briefing by the principal. As stated by the principal in the interview:

After I supervise, I usually go directly to the teacher to give an evaluation, or I can also do it in the classroom or call it to my room. If I find a teacher who is still lacking, I will re-supervise, or send the teacher for training.

The interview results submitted by the principal were by the observations at the time of observation. Researchers found that the principal called a teacher into the room and communicated to brief the teacher. Teacher board meetings are also held to determine the performance of teachers regularly. The meeting is held monthly to evaluate the programs that have been running and formulate the programs to be implemented. Some of the meetings held by the principal are the new school year

start meeting or the beginning of the odd semester, the midterm meeting, the odd end of semester meeting, the even semester start meeting, and the even midterm meeting. Researchers also discovered this during observations. The principal was chairing a meeting of teachers before the exam was carried out.

Besides, the results of observations as well as documentation show that:

- 1) The class visits that the principal conducted to find out the teachers carrying out the learning process by the RPP that had been prepared, as well as to see firsthand the ability of teachers to teach in the classroom. In carrying out his duties as a supervisor, the principal conducts class visits to witness firsthand the process of the teacher teaching at the school, delivering material to students, and giving directions to the teacher in the learning process.
- 2) Personal meetings can discuss teachers' problems or difficulties in carrying out the learning process. In carrying out and improving the professionalism of the teacher, the principal also implements a personal meeting with the teacher who made a mistake or carried out an unfavorable task by meeting in class, calling the teacher to the principal's room, or directly when the principal sees an act of error from the teacher and then given an explanation related to the mistake made and also at the same time provided a briefing by the principal.
- 3) Regular meetings of the teacher and principal boards are held monthly to evaluate the programs that have been running and formulate programs that will be implemented in the future. Some of the meetings held by the principal are the beginning of the new school year or the beginning of the odd semester, the midterm meeting, the odd end-of-semester meeting, the even semester start meeting, and the even midterm meeting.
- 4) Visits between classes are to discover the learning activities that teachers do so that the principal knows how the teacher teaches, the material taught, the use of media, and so on.
- 5) Professional Bulletin Publishing which is published once a semester. This bulletin is a collection of teachers' scientific work resulting from classroom action research or literature studies.

Discussion

The Role of Principals in Improving Teacher Performance

From the previous data presentation, it can be stated that, in general, the Role of the Principal in Improving Teacher Performance in MTs Al-Ma'arif Plumpang Tuban there are several things done by the principal, such as The role of the principal in improving teacher performance as a supervisor, consultant, group leader, and motivator. This study's results align with (Efrida et al., 2019) and (Aziz & Dewi 2019) explain that teachers need external motivation from school leaders. Collaboration between principals and teachers is critical because they are the ones who carry out and succeed in the school's vision and mission.

The role of the principal in improving teacher performance in schools includes: conducting workshop training as an effort to assist teachers in improving teaching skills, supervising the discipline of teacher teaching to improve teacher performance, conditioning teachers to participate in scientific activities such as seminars, recitations, and training, holding joint discussions to improve teacher performance, and conducting personal coaching for teachers in enhancing performance. The results also align with the study (Gordon, 2019) about the principal's leadership role in motivating teacher performance. The researcher explained that the principal can motivate teachers, education staff, and the school community to improve the work. In addition, a principal must also frequently evaluate teacher performance.

Evaluations conducted by the principal in improving teacher performance include; operating assessments during class hours, holding follow-ups through joint discussions, and conducting selectiveness in teacher recruitment. From this presentation, it can be seen that the principal's activities in improving teacher performance have many ways and forms that can be done.

Teachers are one factor determining the success of the teaching program and the school's goals. So teachers must have professional abilities to carry out their duties and responsibilities as teachers. Therefore, the development of a teacher's resources or potential must always be carried out. As the highest structural leader, the principal can supervise his staff, especially teachers, because they are responsible for carrying out school activities. The teacher's professionalism becomes the main goal in improving the students' quality. As for what will be done by a principal as a supervisor, as follows:

a. Principal as Superintendent

The principal becomes the superintendent, and the supervisor supervises the teachers during the training hours. Conducting supervision by observing the course of the learning process can provide an accurate picture of the way of teaching carried out by the teacher. Starting from the methods used in learning, the ability to lead classes, to how students respond to learning carried out by the teacher. All learning activities can be observed regarding their disadvantages and advantages.

Suppose supervision is achieved with the aid of using the principal. In that case, he has to be capable of performing diverse supervision and controls to enhance the overall performance of tutorial employees. This supervision and management is management so that instructional duties in faculties are directed on the desires set (Han & Tulgar, 2019). Supervision and management also are preventive measures and save you by training employees from committing deviations and being greater cautious in wearing out their work.

In addition, supervision is also in the realm of learning tools that the teacher must prepare before the learning activity takes place (Hancock & Miller, 2018). Such outline is a special concern to form teacher professionalism. In conducting supervision, it functions as a search for information data in the field, namely during the learning process. To then be used as material to carry out supervision activities begin. Supervision can help determine what kind of supervision activities will be carried out. It depends on the results of observations in analyzing the course of learning.

b. Principal as Consultant

The principal is a consultant to alleviate and solve the teacher's problems in the classroom. In fixing problems, supervision is finished as supervision and manipulation to enhance instructional employees' overall performance. This supervision and manipulation is a manipulation in order that academic sports in faculties are directed on the dreams set. Supervision and manipulation are preventive measures and save you schooling employees from committing deviations and being extra cautious in sporting their work.

In addition, supervision is also in the realm of learning tools that the teacher must prepare before the learning activity takes place. Such learning outline is a particular concern to form teacher professionalism (Gilbertson et al., 2022; Hargreaves & O'Connor, 2018). In conducting supervision, it functions as a search for information data in the field, namely during the learning process. To then be used as material to carry out supervision activities begin. The supervision carried out can help regarding what kind of supervision activities will be carried out, and it depends on the results of observations in analyzing the course of learning. Based on the researcher's analysis, a supervisor or principal observes during education, judging from his competencies. Competencies in accordance with their fields.

The Principal's Strategy for Improving Teacher Performance

In carrying out his duties, the principal conducts class visits to witness the teaching process, deliver material to students, and provide direction to teachers in the learning process. As explained in the interview, the principal supervises one semester twice to see how the teacher teaches, the learning process takes place and pays attention to how the preparation is what is conveyed when in class. Then there are class visits that are erratic in nature or without confirmation from the teacher in question. Because they want to know or see how the classroom is or how the teacher teaches if they are not

supervised or supervised, this is in line with (what Saleh Garba et al., 2019) say that supervisor/principal class visits can find out whether teachers carry out the learning process by the learning outline that has been prepared, as well as see firsthand the ability of teachers to teach in the classroom.

The headmaster conducts a private meeting with the teacher can be conducted after the class visit or before the class visit. This private meeting of the principal also discussed the performance and the problems or difficulties the teacher faced. So that the principal can know and find solutions to the problems or challenges of the teacher. As the principal stated in the interview, after the principal supervises, she is usually directly confronted by the teacher to give an evaluation. The evaluation can be done in the classroom or the principal's room. The principal can also be in person or informal if they happen to meet. This is appropriate (DiPaola & Wagner, 2018; Haris et al., 2018) conclude that the supervision of learning and capacity building of teachers have several things that the supervisor needs to do in a private meeting, namely: a) Provoke the teacher problems, b) Help solve the problems faced by the teacher in a private meeting.

Furthermore, the principal held a meeting with the teacher/staff council to form the professionalism of teachers in the school. These meetings can be held regularly and suddenly or erratically. Regular meetings are held monthly to evaluate the programs that have been running and formulate programs that will be carried out in the future. (Kartini et al., 2020) Explained that the meeting activities were planned or without a plan to determine teachers' readiness to implement the study. This is to (Ansley et al., 2019) and (Aziz 2019) that the purpose of holding a teacher/staff council meeting is: a) Encourage each staff member to be aware of their responsibilities and to strive to carry them out properly. b) Jointly determine the ways that can be done to improve the learning process. c) Improve the flow of communication and information.

4. CONCLUSION

Based on the objectives, data analysis and discussion of research results, it can be concluded that the role of the principal in improving teacher performance in suburban schools is as a Supervisor, Consultant, Group Leader, and Motivator. The Principal's Strategy for Improving Teacher Performance in Schools by conducting classroom visits, Personal Meetings, Teacher Board Meetings, and Working Group Meetings. In addition, the principal must always strive to improve his leadership so that he can carry out his function as principal well by increasing scientific training activities to expand his knowledge and insights. In addition, teachers should always have strong motivation and encouragement to improve the quality of learning and have readiness and innovation in implementing learning in the classroom.

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