

The Leadership of Schools To Improve Teacher Performance In Al-Amin Kids Park.

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Abstract. This leadership focuses on (1) the leadership style of the principal, (2) teacher performance, (3) the efforts of the principal (4) obstacles to the principal in improving the performance of the Japanese school teacher, Mejobo Suci Kindergarten. The purpose of this study was to obtain an overview of the principal's leadership style, teacher performance, the principal's efforts, and the principal's barriers to improving teacher performance. This research is a descriptive study with a qualitative approach. Research subjects: principal and 5 people. The technique used in the research is a survey using interviews, observation and documentation study as primary data collection tools. The results showed that the principal was predominantly applying a transformational leadership style, this style was able to improve teacher performance, the efforts made by the principal in improving teacher performance through coordination meetings, providing direction and guidance in carrying out their duties. Meanwhile, the obstacles faced are the lack of inadequate school facilities and infrastructure.

1. Introduction

The principal plays an important role in the development and progress of the school he leads. Leadership in question is the ability to influence others in order to achieve predetermined goals. In other words, a leader must be able to influence others. In this case the teachers and administrative staff in order to achieve the school goals that have been set. a school principal acts as a leader who can affect the performance of teachers as educators in certain educational units. The leadership of a principal can determine the success of the learning process in the classroom. This leadership role will be reflected in how teachers carry out their main duties as educators. This means that the leadership style greatly influences teacher performance and is a factor that greatly determines the quality of education which will have implications for the quality of education output after graduating from school. In short it can be said that the role of the principal as a leader can determine the high and low performance of teachers in educational units from kindergarten elementary and junior high and high school.

Al Amin Kindergarten, which is a formal school including basic education in early childhood, is located in the Japanese village area of Mejobo sub-district, Kudus district, precisely located south of the AL AMIN mosque. The kindergarten consists of 1 principal and 11 class teachers with a total of 161 students consisting of class A 86 and class B 75. This school is a school that has leaders who can provide examples and role models for teachers who serve the school. the. this school is in the cluster

of roses in the mejobo district. who always excel in academic and non-academic terms. In the last 5 years, this school has received many achievements and championships both at the provincial and regional national levels, namely the outstanding teacher competition, and 1st winner competition. For non-academic fields, this school always participates in healthy school competitions every year, and greening schools. On the other hand, the principal can provide direction in improving the quality of performance, discipline students and teachers who are less disciplined. as well as other briefings that had a lot of direct contact with students in the learning process at Al Amin Kindergarten. So the performance of the teachers gets better if they are controlled, always evaluated, and get motivation from the principal.

Rohiat(2010:19) Leading can be defined as an activity to influence people to achieve goals or to lead is to foster leadership in subordinates, the behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendly, close, and full consideration of teachers. both as individuals and as groups. Thomas J. sergiovanni (1991: 16) says that, the principal's job to coordinate, direct, and support the work of others is accompanied by defining objectives, evaluating performance, providing the necessary resources, building a supportive climate, running interference with parents, planning, scheduling, book keeping, resolving teaching conflicts, handling student problems, dealing with the school district central office, otherwise helping to keep the school running day, by day. The principal's job is to coordinate controlling and supporting the work of others in achieving the goal of evaluating performance providing the necessary resources, building a climate that supports running proposals from parents planning scheduling bookkeeping resolving teaching conflicts, handling student problems. According to Paul Hersey in Robert G. Owen (1982: 155-156), performance maturity is related to tasks consisting of two interrelated factors. (1). Ability and willingness to set high but realistic goals. (2). Ability and willingness to take responsibility for achieving goals. Basically, the theory of situational leadership says that (1) the maturity level of organizational members can be increased (2) as a member of a mature level, an effective leadership style is characterized by a reduction in behavior (task oriented) and increased behavior (relationship oriented)

The type or style of transformational leadership can be seen from several dimensions / behaviors that are reflected in transformational leadership applied in schools and other institutions, including: charisma or ideal influence (ideal influence), inspirational motivation, intellectual stimulation and individual consideration.

In addition, the abilities that must be passed by a teacher are the factors that support a teacher in carrying out his duties according to the competence of a teacher. According to Clsrk & wash (in Aria Jalil. 2009: 32) "professional teachers contain four aspects, including; 1). Mastery in mastery of study (discipline knowledge), 2). Methods of teaching the field of study (pedagogical knowledge. 3). Teachers' knowledge and understanding of the social, cultural, economic, geographic, school environment, student environment in the subject area being taught, 4). Teacher personalities such as: attitude, discipline, integrity and determination to succeed in the learning process and results.

2. Research Method

In this study, a survey was carried out on all participants or informants who were the object of research as the main data source in which informants were asked questions in the form of interviews related to the leadership style or behavior of the principal in an effort to improve the performance of the Japanese Al Amin Kindergarten teacher Mejobo Suci. the data source is all subjects who can provide information on all research problems. Arikunto 2010: 172), what is meant by data sources in research is the subject from which the data was obtained. In this study, there were 1 principal and 5 teachers who had taught for a long time for 10 years at Al Amin Kindergarten. According to Hamidi (2008: 76), respondents are individuals who are only asked to tell about what they know to be

experienced by themselves, in answering research questions. The aim is to solve the problem which is the focus of this research. Data collection techniques used in this study were participant observation, in-depth interviews, and documentation. Interviews and observations were carried out in a systematic and structured manner. The type of data used in this research is qualitative data. according to Lexy J Moleong (2013: 186) it is explained that an interview is a conversation with specific purposes, namely the interviewer who asks the question and the interviewee who provides the answer to that question. Furthermore, Lincon and Guba (1985: 256) in Moleong (2013: 186), among others, construct about people, events, organizations, feelings, motivations, demands, concerns and others. According to Guba and Lincoln (1981: 228) in Moleong (2013: 216), they say that documents are any written material or film, other than records. In this research, the researcher used documentation study to strengthen the findings in the form of documents and archives that are useful in this research.

In the triangulation technique the researcher collects data that combines various data collection techniques in research and existing data sources. In this case, it can also test the credibility of the data, namely checking the data credibility with various data collection techniques and various data sources, this is not intended to seek the truth about some phenomena that have been found. According to Susan Stainback (1988) quoted in Sugiyono (2013: 330) states that "the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated". (The purpose of triangulation is not to find the truth about some phenomena, but rather to increase the researchers' understanding of what has been found)

3. Result and Discussion

From the research results obtained by the main data, namely research informants consisting of 5 teachers who teach at TK Al Amin, it can be concluded that: 1). the principal of kindergarten al amin applies a transformational leadership style to improve the performance of teachers who teach at al amin kindergarten 2). Based on the results of research conducted by researchers that transformational leadership styles can improve the performance of the kindergarten teacher, Mejobo Suci. This can be seen from the work results that are increasing from year to year. 3). The principal is very instrumental in improving the performance of teachers in Kindergarten Al Amin through transformational leadership styles or patterns. 4). The obstacles faced by the principal of the Kindergarten Al Amin school are the inadequate quality of the facilities and infrastructure that are not good and incomplete and the quality of teachers who are not consciously creative. 5). Efforts made by the principal in improving the performance of teachers in TK Al Amin through coordination meetings of teachers, staff and school principals as well as providing direction to the main duties and functions of teachers and staff.

The challenges faced by leaders in facing bureaucratic reform will be easy to face if leaders practice the right type of leadership. The study of leadership is aimed at utilizing the type of leadership for organizational effectiveness. Leaders are faced with constantly changing situations in order to adapt to changes. The leader must have transformative abilities, be able to transfer various changes that occur for the benefit of implementing the main duties and functions of the teacher. transformative leadership is the key to the success of changes made through the application of transformative leadership characters or criteria. The underlying influencing process for transformational leadership applied by the principal of kindergarten al Amin can be seen from the description of the influence and behavior on followers' motivation. The main influencing processes for transformational leadership may involve internalization because inspirational motivation involves articulating a compelling vision that links task goals to followers' values and ideals. Transformational leadership also appears to involve personal identification because idealized influences result in attributions of charisma by followers to the leader. Bass and Avolio (1994) in Lastiko Runtuwene (2011: 1) suggest 4 characters of transformational leadership, namely: idealized influence. inspiration motivation. intellectual simulation. individual consideration. further Dubrin Dalglis, Miller (2003: 97) said that "charismatic leaders have masterful

communication skills". Charismatic leaders have good communication skills. From this opinion, the most prominent of transformational leadership is a strong charismatic nature so that it can influence the teachers they lead. The first character of idealized (idealized influence) a leader with this character is a leader who has a charisma that shows a stance emphasizing the belief in placing himself on difficult issues showing the most important values emphasizing the importance of goals, commitment and ethical consequences of decisions. as a result teachers who teach at al amin's kindergarten make the principal an example in carrying out their teaching assignments. the second character is inspirational motivation or inspirational motivation. Leaders have an attractive vision for the future and set high standards for their subordinates. optimistic and have enthusiasm to give encouragement and meaning to what needs to be done. This makes it easier for teachers to achieve the goals set out in the school's vision and mission. The third character is intellectual stimulation. The leader encourages subordinates to be more creative. eliminating the reluctance of subordinates to issue their ideas and in solving problems using a new approach using intelligence and rational reasons. as an implication of this character, the principal is not a dictator but provides opportunities for teachers to explore their abilities. while the last character is individual consideration. namely considering individual needs, and aspirations to listen to, educate and train subordinates. Leaders who give personal attention to their subordinates. Leaders must have the ability to relate to subordinates (human skills) and strive for subordinate career development. This can be seen from the principal of the Kindergarten Al Amin who pays attention to the teacher's ability to provide additional assignments.

As a leader, the principal is responsible for influencing, guiding, directing and coordinating everything in his environment. In line with that Hadari Nawawi (1984: 62), in Sri Sundari (2002: 15) states as follows: "Educational leadership is the process of mobilizing, influencing, motivating and directing people in certain educational organizations / institutions to achieve specific goals. it has been previously formulated "The success of educational programs through the learning process is strongly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure along with optimal utilization and management. Educational facilities and infrastructure are one of the important and main resources in supporting the learning process in schools, therefore it is necessary to increase their utilization and management, so that the expected goals can be achieved. To carry out the duties of the principal is not as easy as imagined. This cannot be separated from the obstacles or obstacles faced by the principal of SD Negeri 06 Emang Bemban, Pinoh Selatan District, Melawi Regency to improve teacher performance. The constraints faced can be in the form of facilities, quality of teachers and unfavorable natural conditions when the rainy season arrives. Regarding the problem of school facilities and infrastructure, it really needs to be improved because the number of classes as a place for the teaching and learning process is insufficient, not to mention the quality of the existing facilities is partly not good.

Facilities and infrastructure are supporting factors in improving children's learning achievement, this is because the facilities and infrastructure are the containers or places where the teaching and learning process is carried out. In addition, the facilities and infrastructure are school facilities that support all matters relating to education. Bowang Darmawan (2014: 1) says that educational infrastructure is one of the important and main resources in supporting the learning process in schools. Furthermore, Bowang Darmawan (2014: 1) said that for that, it is necessary to increase its utilization and management so that the expected goals can be achieved. Educational facilities are one of the determining factors for the success of education. The completeness and availability of educational facilities in schools greatly influence the effectiveness and fluency of learning in the classroom

4. Conclusion

The success of the school in achieving the educational goals outlined in the vision and mission of the school cannot be separated from a leader, in this case the principal. The principal in leading the school he leads must apply a leadership style or pattern to achieve the intended goal. The success of the school at Al Amin's Kindergarten cannot be separated from the leadership style of the principal in leading the school. Based on the results and research discussion that has been stated in the previous chapter, it can be concluded that the principal of the Kindergarten Al Amin represents transformational leadership. Broadly speaking, this research can be concluded as follows: 1). The leadership of the headmaster of Kindergarten Al Amin is more dominant with transformational leadership styles to improve the performance of teachers who teach in the schools they lead. 2). Al Amin's kindergarten teacher performance is quite good. This is indicated by the increased achievement of children and the performance of TK Al Amin's teachers. 3). Efforts made by the headmaster of TK Al Amin through coordination meetings for teachers, staff and school principals, as well as providing direction to the main duties of teachers and staff. 4). Most of the obstacles faced by Al Amin's Kindergarten Schools are caused by insufficient school facilities, poor quality of facilities and infrastructure and less creative teacher quality

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