

THE EFFORTS OF SCHOOL PRINCIPAL IN IMPROVING THE EFFECTIVENESS TEACHER'S PERFORMANCE

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Abstract

The development of quality educational institutions, often associated with the development of the quality of teachers. Because of teachers as educators who have a strategic position, it has a direct influence on the teaching and learning process of students. The quality of the results of the study is determined by the quality of the meetings between teachers and students. So that the quality of education in school graduates are depended on the teacher and the management of related components in the teaching and learning process. Based on data analysis, it was found that (1) the efforts of the school principal in improving the effectiveness of teachers performance generally are determined by three factors, namely: a) the role of the school principal, includes the formulation of a vision and mission, making plan of work program; b). The management of school and teachers, by applying the School-based management; c) the role of the teacher as a personality. (2) The efforts of increasing the effectiveness of teachers' performance supported by following factors, namely: an open attitude of the school principal, as well as the support is given to teachers, cooperative attitude of the Committee, the learning environment, as well as the participation of parents and the community. (3) the efforts undertaken in the increase the support and resistance are trying to maintain the values of Islamic teachings, keep blending religion with public knowledge (characteristic of religion). In addition to school principal and teachers and other parts of the school, always discuss and dialogue with the parties concerned, as well as perform the continuous evaluation. The school principal also gives a chance and the opportunity to the teachers to develop themselves, more creative, innovative, and competitive.

Keywords: *Efforts, School Principal, Teachers' Performance*

Introduction

One of the cornerstones of development in Indonesia is the construction the quality of human resources through the development in the field of education. Donations to the institution in an attempt to join the intellectual life of the nation was before Indonesia's independence. So in this case the

institution of formal education is the spearhead in improving the quality of human resources, if it's done through a planned activity over time. Therefore any educational and learning process should be done through proper plan. It will not only facilitate the occurrence of interaction in learning activity between teacher and student, but it will also note the various weaknesses and strengths that arise in implementing as well as giving direction to the achievement of the objectives of education.

In an effort to improve the quality of education, especially in Islamic education to improve the quality and effectiveness of teaching. The educational objectives will be achieved if supported by Islamic institutions and the process of teaching and learning can take a well-integrated into the other, support each other and be done consciously in order to achieve the goal of education. School as a part of education is expected to produce quality graduates with good knowledge and understanding of religion. This is obviously a challenge. Considering this institution have the hallmark of Islam. But the problem is on how the supervisor of education and school principal can activate the teachers' role and improve the effectiveness of performance through supervision and help to improve the effectiveness of teachers' performance. Not only that, the school principal should be able to create this institution with adequate managerial knowledge and being able to apply it well.

In an effort to increase the effectiveness of teachers' performance is to improve the quality and the role of supervision. Even so, results from early assessments on the Court still found teachers who have not been effectively gained control. Based on information obtained though a teacher touched upon the supervisory control system in schools but the effectiveness of it works not optimal and instead there are teachers who have not been controlled by the in-school supervision, but the effectiveness of the his work shows the optimal results. Supervisory functions performed by the supervisor. In this case, a supervisor educator not only conduct surveillance against subordinate but claimed to have broader capabilities than that, therefore, the study also examines the efforts of the school principal with the effectiveness of teachers'

performance. In this case, the function of supervision is a part of the task of supervision, while the school principal is the Manager in an organization of education/school of the assumption in this study is the higher skill level managerial of school principal will be the higher level of effectiveness of teachers' performance.

Method

The method used in this study is a descriptive approach that departs from the type of qualitative study. The phenomenon that occurs in the field is the main reference for why the problems in this study are important to be raised and discussed. When academic guidance services for students no longer parse academic problems and the lack of competence of academic supervisors, this is a feature of academic anxiety.

Academic anxiety when a fact no longer runs according to normal that has been arranged and arranged ideally in many works literature especially in the service guidelines for students by educational institutions. Departing from this matter, this paper is then constructed to look at and analyze existing writings and the results of research that has been carried out. Before entering the literature search, the researchers looked for an identified academic guidance services. After finding the characteristics of academic guidance services for students, then they can determine the literature and analyze it. This becomes important to go through so that the analysis process becomes erroneously related to the meaning of the academic guidance service itself.

Some research that has been done in the nearest future is a supporting factor and reinforcement for researchers to express discrepancies between *das sein* and *das sollen* on the practice of academic guidance services. Borrowing the insider and outsider method developed by Knott (K. Knott, 2005), this study tries to look at the practice of academic guidance services in the eyes of the researchers themselves and also from the results of outsider analysis. Hermeneutic Method M. Khaled Abou El Fadl (Khaled M. Abou El Fadl, 2003) also becomes a reference in looking at the appropriate data. Whereas according

to Abou El Fadl the reading of a text or information must pay attention to five specific requirements, namely honesty, diligence, comprehensiveness, reasonableness and self-restraint. Besides that, between text, writer, and reader, negotiation needs to be done which means that reading a text needs to pay attention to environmental conditions and social-cultural writers and the culture that influences it.

Results and Discussion

The efforts that is done by MTsN in improving the effectiveness of the teachers' performance, generally can be determined by three important factors, namely: 1) the role of supervision of school principal; 2) school management and teachers; and 3) the role of the teacher as a personal. Those factors collectively planned and made efforts to improve the effectiveness of teachers' performance, as the source of human figures occupying a position and holding an important role in education, especially concerning the question of formal education. It can't be denied. Since the institution of formal education is the teachers' world. Most of the time teachers are in schools, the rest in homes and the community.

Those factors in line with some of the theories in general expose about the concept and how to improve the effectiveness of teachers' performance. Sergiovanni and staratt (1979) suggests that the efforts of the development of the quality of teacher resources can be sourced from within the self and teacher itself (internal) and coming from outside (external) i.e. from the institution, the Chairman or the school principal and/ or others. Professional development that is sourced from within the teacher himself could do with her initiative in expanding the knowledge, skills and foster the attitude professing. Whereas the development of the outside is from the institution, the Chairman or the school principal, or others in the development of his work ethic (Hadi, 2002: 32). A factor that plays an important role in improving the teachers' performance is management, such as assumed by Bafadal (2003: 8-10) that mentions the three approaches can be done in an attempt to increase the effectiveness of

work namely: management of teacher, teacher recruitment and teacher empowerment.

As leader of the educational institutions in recruiting teachers, as well as the power to make policy-related with the efforts in improving the effectiveness of teachers' performance such as guidance, training, and compensation. Alwi (in Hadi, 2002: 25) reveals that there are two approaches that can be done to improve the effectiveness of teachers' performance, namely: 1) the approach known as "buy" that is an approach oriented with drawal (recruitment of human resources or teachers); 2) approach, known as "make" that is an approach oriented on the development of human resources in the form of education, training, guidance, commitment, and compensation. Both of approaches indicates that it needs the initiative of the school principal.

1. The Role of School Principal

As the school principal, Mr. Drs. Moh Al-Shaafa'i, MM has done fundamental efforts in improving the effectiveness of teachers' performance to serve in an institution that led by him. Because he realized that school quality and performance determined by the magnitude of the role and contribution of the school principal and a good work ethic by the teachers. Therefore the first step that is done by school principal is making the formulation of the vision and mission, as well as work program oriented on the development of the school and the resources of the school. Then the planning work program was made with reference to the school's vision and mission.

The role of school principal in determining school quality and top achievers included in an effort to improve the quality of teacher revealed by: Burhanuddin (2002), according to him that the presence of the school principal is very important because it is a motor mover for the school resources are mainly teachers and school employees in the process of achievement of the objectives of education, so that it can be said that

the school can be successful or not is largely determined by the quality of leadership which belonged to the school principal.

The school principal should be visionary, that knows which way the purpose of school education will be taken. Therefore, the school principal should be able to formulate the vision and mission of the school followed by a forethought and that in the framework of the achievement of the goals to be achieved in accordance with the vision and mission. Because of the duties and responsibilities of the school principal needs orientation and principles of management of education in schools, which are clearly making a plan, simple, flexible and balanced (Suryosubroto, 2004: 184).

Another attempt is done by school principal of MTsN Patas, Drs. Moh Al-Shaafa'i, MM in order to improve the effectiveness of teachers' performance is always motivating teachers by giving more opportunities to them to be creative and innovative even school principal always facilitate by providing such support needs funds, and other needs, for creativity and innovation is done by teachers that lead to the development and improvement of the quality of learning and the quality of the school. In addition, to increase interest in reading and adding insight knowledge, school principal require teachers to visit the school library where reference is considered quite adequate. The approach being used by school principal is the Total Quality Management (TQM) that are very democratic, because giving rightful authority to the teachers. This positive impact towards increasing the effectiveness of teachers' performance, because the teacher will have the sense of responsibility which is very large so motivated to realize the goal that want to be reached by the school.

The importance of motivation in the form of freedom that is given to teachers to be more creative, innovative and supported by operational support by the school principal was suggested by Vilster (in 2004: Rosyada, 292-293) that in order to create a school with the best performance with an approach to Total Quality Management (TQM), then school principal has to perform some basic tasks, i.e. 1) manage the

curriculum and learning activities, 2) do a good cooperation with teachers in curriculum and assignments the learning process, 3) encourages all teachers to do their best in the field and authority, 4) conduct guidance on teachers in order to continue to make improvements in the performance of his duty, 5) increase skill, expertise, and teachers professional by providing a range of training and education, 6) provides learning resources, tools and a variety of facilities that can support quality improvement, 7) improve climate of work and compliance with the various requirements and 8) provide service easily for teachers, are easily accessible and can provide a variety of way out in various issues faced by teachers in class.

That teachers are able to improve his creativity, then according to Sallis (in Rosyada, 2004: 293) teacher should be able to provide the best service for students, gives full trust to the teacher to develop quality within the limits of those powers and must trying to cultivate a wide range of facilities to support the creativity of teachers.

Disclose that to empower teachers and other staff, then must develop some preference treatment as follows: 1) involve teachers and staff in a problem solving, 2) ask them to give their opinion about something and ask how the work gets done, and avoid doing the instructions on them to do this and that, and so, 3) Involve them in managing everything possible to accelerate the improvement of their commitment, 4) asked to staff, system and procedures about how that can maintain quality service to students, parents and even among their own, 5) understand that progress means expected of teachers it is not appropriate to be delivered by way of a top-down approach, 6) to perform a systemic and ongoing communication between all involved in the school, 7) increase the ability of teachers in the resolution conflict, resolve the problem, the negotiations while continuing to develop a high tolerance to overcome conflict, 8) develop the concept of education quality, such as the formation of teams, process of management, customer service, communication and leadership , 9) learn to resemble a coach than on being a boss, 10) developed a soft attitude toward its

customers, such as students, parents, and other communities, by providing attention to the various needs of customers internally, i.e. teachers, members of the leadership, and other workers, and 12) school principal along other leaders must be able to develop a good working team, i.e. the teachers' team in the appropriate consortium studies, so that they are able to develop curriculum, the effort of learning and evaluation techniques, by discussing between teams in the same science.

In addition to enhance the effectiveness of teachers' performance, the school principal of MTsN Patas always create a conducive atmosphere by being open in any case pertaining to policy development as well as creating school condition full of familiarity with all school authorities including teachers. There are at least two principles that are run by Drs. Moh Al-Shaafa'i, MM, as the school principal in improving the effectiveness of teachers' performance in schools which led by him, namely: first, always arranged in resolving the issue, and second, is the interweaving of togetherness and unity in any running tasks and responsibilities.

2. School and Teacher's Management

In the field of management, MTsN Patas applies the concept of School-Based Management (SBM) oriented on the needs of the surrounding community with emphasis on quality improvement. The implementation of school-based quality improvement management requires the existence of a professional teacher, it means that one of the fields of management school is a teacher's management. Management of teacher is the entire process of cooperation in solving problems of teachers in the framework of the achievement of the objectives of education. Therefore school principal of MTsN Patas seeking concrete measures, among others: teacher recruitment, education and training for teachers, cooperation with the agencies and other institutions, supervision, program of study, as well as the construction of the welfare and the awards. MBS is one form of

education reform that offers to the school to provide better education and adequate for learners (Mulyasa, 2004: 24).

According to Fattah (2003: 13), MBS is a practical education that aims to design the management of school by providing power to the school principal and increase community participation in school performance improvement efforts that include the teacher, the school principal, parents, and community. MBS changes the system of decision-making by moving the authority in decision making and management to any group with an interest in every primary (local stakeholders). With the concept of the MBS is expected every school can conduct a continuous quality improvement and have more independence so that it can be more accountable. the efforts made include: 1) Teachers' Recruitment; 2) Education and Training; 3) Education Supervision; 4) Task of Learning Program; 5) Development of Welfare and Reward

3. The Role of Teacher as a Personal

In addition to the role of school principal, school management and teachers, increasing the effectiveness of teachers' performance in MTsN Patasis determined by the teachers themselves, who are embodied by planting a strong commitment and high discipline, that commitment was born because full-awareness of its existence will be as a teacher and educator who has duty and responsibility to educate, teach, guide, train and bring students to achieve the desired goals.

The commitments also built the teachers in the school is the spirit of the Holy jihad (the value of worship) are realized with the sincerity and the spirit of devotion in teaching and educating, self-evaluation and the love of his disciples. Strong commitment and passion of the Holy jihad, born from the personal tutor system influenced the process of learning which during applied in MTsN Patas, wants to show the best, it was written by planting environmental values and morals viscous in religious conduct that everyday, as well as the cultivation of the sense of love towards his students.

The influence of teachers' role in quality improvement itself powered by Surya (2003: 43-44) that a teacher should be able to realize an effective personal to be able to carry out its functions and responsibilities as a teacher. For that, he must know himself/herself and be able to develop towards the attainment of a healthy personal and fully functioning person.

Teachers should have the competence of a steady performance in the form of a set of abilities that mastery should have in him in order to realize an effective performance. Effective personality manifested its overall human potential in full and intact through the interaction between themselves and their surroundings. Hitt (in Surya, 2003: 44) explains the role of the teacher as a personal closely related to human potential through a four-level, namely: (1) copying, means the ability to take action in the face of the everyday world with either; (2) knowing, i.e. perceiving reality and truth of the everyday world; (3) believing, means the belief informing as action; (4) being, that is the embodiment of an authentic self and meaningful. Build a strong commitment in improving the profesionalisme of teachers is important, because the commitment will bear the spirit and zeal in carrying out the duties and obligations as a teacher with full awareness and responsibility, commitment in the great dictionary of the Indonesian language (1995: 515) literally means the agreement (attachment) to do things in accordance with the duties and obligations with full responsibility.

4. The Supports and Obstacles in Improving The Effectiveness of Teachers' Performance.

The efforts in improving the effectiveness of teachers' performance in MTsN Patas which is conducted by the school principal, school management even work done by the teacher can be reached because supported by various components of the open attitude addressed by the school as well as the support given to teachers, school committee, cooperative attitude of a learning environment conducive and religious, as well as the participation of parents and community.

In the school-based management (SBM) leadership is a very important thing. The school principal as a leader should be able to improve your meetings effectively with teachers in a conducive. The behaviour of the school principal should encourage the performance of teachers by demonstrating a sense of friendly, close and full consideration against the teachers, both individually and as a group. The behavior of leaders who can encourage positive Group in directing and motivating individuals to work together in order to realize the objectives of the Organization (Muyasa, 2004: 107).

An effective educational performance can only be realized when the teachers get a great opportunity to empower themselves in the nuances of the educational paradigm and not in the paradigm of a rigid bureaucratic or other paradigm. The construction of the teachers either functional or administrative/professional, should be formed in such a way so as to optimise their effectiveness as a major element of education (Surya, 2003: 225-226).

Besides the school principal, openness, support and motivation in educational enhancement Committee of the effectiveness of teachers' performance is shown through the cooperative attitude, also have an effect on the performance of teachers. Mujiran (2002: 96) mentions some of the obligations of the provider of education, namely: (1) affirm the vision and mission of the Foundation, including the goal of establishing the school principal; (2) preparing the devices or a clear working guidelines as a foundation for Act or take the policy; (3) create and maintain a climate of dialogue and openness, so that problems can be tackled together schools in addition to aspirations aspirations that appear can be accommodated; (4) maintain and improve the cohesiveness among the committees themselves, as well as between the Committee, the school principal, and teachers need a good atmosphere created *komonikasi* so that it does not open any other *memlakukan* sheep pen; (5) the education of moral and religious education is organised with an emphasis on improving the quality of life and virtue;

(6) increase cooperation with those and other party murifrua are relevan; (7) enhancing the roles and supervisor and guardian classes; (8) quality lessons and undertakings; and (9) draws so that students have the passion in learning.

5. How to Utilize Supports and Overcome Obstacles

From several supporting factors in MTsN Patas, the factors that can improve the effectiveness of teachers' performance, such as the openness or transparent, the support of the Committee, a conducive learning environment and religious, participation Active from caregivers and the community, the need for constantly maintained even improved. For maintaining and improving, the school principal in MTsN Patas strives to maintain the values of religion and create behaviour commendable accompanied by applying worship in istiqomah which is proven by bringing up the high spirit and high motivation to work and serve seriously and responsibly, be more open, honest and fair.

Therefore, the school keeps trying so that support from parents and the community with increasingly establish good communication, so parents of students and the public can more actively participate in improving the quality of education which promoted increasing the effectiveness of teachers' performance.

While the support from parents and society, the school requires resources as mentioned Wahjosumidjo (2002:344) that the necessary support that includes: 1) personnel, such as: experts, consultants, teachers, parents, Trustees, etc., 2) funds needed to support the availability of facilities, equipment and teaching materials, and the other 3) support in the form of information agencies and political stance. While efforts to overcome existing obstacles, through the school principal, along with teachers and other school officials, always discuss and dialogue with the parties concerned, as well as evaluate continuously as the solution in fixing flaws before.

The school principal is also giving opportunities and chances to teachers to develop themselves, be more creative and innovative, and can create good competitive, as long as it is already applied in MTsN Patas. Through deliberation and discussion already taught in Islam, as implied in the Qur'an, ali-Imrân/3: 159. This verse means that it recommends us as Muslims in order to be always consulted to find a way out of every issue faced in order not so large and protracted. Deliberation is settling the issue proportionally that need to be carried out regularly and periodically, so the problem is not the more-dragged on. Mulyasa (2004: 131-132) holds that there must be coordination in efforts to create a partnership, because coordination over on cooperation which also contained the synchronization. In fact, coordination is the process of unification activities conducted employee and various units of the institution so that it can proceed in harmony and accord, thus the goals of the institution as a whole can be realized optimally.

Giving opportunities and chances to teachers so that they can develop themselves, be more creative and innovative is an encouragement of school principal for the teachers may work better. Encouragement to someone to do something called the extrinsic motivation. According to soebagioatmodiwiryo (2004: 120) extrinsic motivation is motivation that comes from the environment outside one's self, for example, employees work, because they want to get praise or want to get a gift from their leader.

Conclusion

Based on the data and discussion of the results of research about the efforts in improving the effectiveness of teachers' performance in MTsN Patas with reference to three research focus, then it can be concluded as follows:

First, the efforts in improving the effectiveness of teachers' performance in MTsN Patas generally are determined by three factors, namely, 1) the role of the school principal, includes formulating vision and mission, making a plan of

work programmes and in the form of rules and code of conduct of the school quality improvement efforts and the education quality of the school surroundings, motivating the teachers, as well as facilitating the support needs for the development of teaching and learning as well as creating a climate of work and conducive learning climate, 2) school management and school teachers, namely the implementation of School-based management (SBM) oriented on the needs of the surrounding community with emphasize the improvement of religious values, which one of the field is the recruitment of teachers, courses and training, supervision, program tasks, planning of learning, as well as the construction of the welfare and rewards 3) the role of the teacher as a personal, i.e. by implementing a strong commitment and high discipline followed by a self evaluation, and responsibilities as a teacher.

Second, the supporting factors in improving the effectiveness of teachers' performance in MTsN Patas, namely: open attitude shown by the school principal and the support given to teachers, cooperative attitude of the Committee, and conducive learning environment and religious, as well as the increasing participation of parents and the community. While restricting factors in improving the effectiveness of teachers' performance in MTsN Patas are: competence, qualifications and the difference of teacher perceptions in improving the quality of education, the teachers' activity outside of teaching and learning in the school, there is no language laboratory facilities and infrastructure, and teachers' welfare.

Third, the efforts of school principal in improving supports and obstacles in MTsN Patas are trying to maintain religious values both in lessons and in daily life.

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