

# Leadership Style School Principal in improving Teacher Performance in The New Normal Era (Case Study of SIT Fajar Hidayah Primary School, Kota Wisata Cibubur)

Nabila Azhar Zakiah, S.Pd  
Educational Department, School of Post Graduates  
Universitas Pendidikan Indonesia.  
Bandung, Indonesia  
bilabilu98@gmail.com

**Abstract**—This research aimed to describe school principal's leadership style in improving teacher performance in the new normal era. A leader is an important role in the goals to be achieved, as well as improving the quality of school education is determined by the ability of the principal in leading and also the teaching staff and students. The data obtained by the authors by conducting field observations and conducting in depth interviews with sources related to the principal's leadership style in improving teacher performance in the new normal era at SIT Fajar Hidayah Elementary School. The purpose of this research was to obtain data about (1) knowing the steps taken by school principals in increasing teacher professionalism in preparing for the new normal era learning after the pandemic passed. (2) Constraint the principals in improving teacher performance. This study shows that (1) The principal applies transformational leadership style, the principal holds training activities for teacher and improving skills like learn about Al- Qur'an, knowledge about counseling, etc. (2) Constraint the school principals are the decline in teacher discipline, lack of motivation for teacher performance and a low sense of teacher responsibility in learning. The implication of the research is that the principal's leadership style in improving teacher in the new normal area needs to be improved to improve the quality of education at SIT Fajar Hidayah Elementary School, so that it has an impact on the productivity of student learning outcomes.

**Keywords:** *Style of Leadership, Principles, Teacher Performance, New Normal Era*

## INTRODUCTION

Leadership style is a way used by a leader to influence the behavior of its members where this leadership style aims to guide and motivate its members so that it can produce high productivity. Leadership style is a process in which there is an

element of influence. With the leadership style, cooperation will be established as well as the vision and mission to achieve common goals within the organization.

The Hersey-Blanchard Model suggests no single leadership style is better than another [1]. Instead of focusing on workplace factors, the model suggests leaders adjust their styles to those they lead and their abilities. A successful leadership is both task-relevant and relationship relevant. It is an adaptive, flexible style, whereby leaders are encouraged to consider their followers- individuals or a team-then consider the factors that impact the work environment before choosing how they will lead. This ensures they will meet their goals.

The teacher is one of the key elements in one of the key elements in the education system, especially in schools. Teacher performance is an achievement work or performance obtained by someone in carrying out their duties and responsibilities.

The principal's leadership style in leading will have an impact on the performance of a conducive school environment. Therefore, the leadership style used must be appropriate. To be able to manage the school organization, the principal can display a style in leading and influencing the behavior of others, therefore the principal can school a leadership style that suits the circumstances of the school itself.

The low performance of teachers at the SIT Fajar Hidayah Elementary School is due to the lack of a sense of responsibility of each teacher. Still there are some teachers who are found lacking discipline, especially when get a job. There are still many teachers

do not understand the lesson plan or syllabus, thus making learning less effective. In addition, the performance of teachers is still in the spotlight, especially in preparing lesson plans. This study aims to determine the style of principle to improving professionalism teacher in new normal era.

## LITERATURE REVIEW

Style of Leadership to a leader's characteristic behaviors when directing, motivating, guiding, and managing groups of people [2]. Great leaders can inspire political movements and social change. They can also

motivate others to perform, create and innovate. The Leadership styles are the behavioral patterns that a leader adopt to influence the behavior of his followers, the way he gives directions to his subordinates and motivates them to accomplish the given objectives.

There are four major styles of leadership which apply well in the educational setting. While each of these styles has its good points, there is wide berth of variation, and in fact, transformational leadership is truly an amalgamation of the best attributes of the other three. [3]

### a. Servant Leadership

Servant Leadership takes the focus from the end goal to the people who are being led. Guidance, empowerment and a culture of trust are hallmarks of this style leadership. A servant leader puts complete trust in the process and in his or her followers, assuming that those within the organization will align with us goal.

### b. Transactional Leadership

Give and take is the hallmark of transactional leadership – it is indeed modeled just like a business transaction. The employer/employee

relationship is largely transactional as is. In education, there is often more at stake for employees who quite often understand their jobs to be more than just a simple exchange of services for money, but rather see their higher purpose. Money is therefore not the motivating factor.

### c. Emotional Leadership

Where transactional leadership was concerned primarily with the exchange of goods and services, emotional leadership is concerned

with the feelings and motivations of followers. It takes the focus completely to the other side of the spectrum-demanding that leaders be emotionally intelligent themselves and then to motivate through the use of that emotional intelligence.

### d. Transformational Leadership

Transformational leadership takes from each of the other kinds of leadership its best qualities and then uses those, along with a deep sense of shared purpose, to motivate subordinates. While the other forms of leadership focus on one singular aspect or another, transformational leadership takes a broad view of the issues surrounding leadership and then uses those as a driving force for meeting the overall goals of the organization. For education in particular, transformational leadership offers the best of everything – from tapping into the emotions of workers to offering the compensatory core that is the case for all forms of business, to guiding from a place of support.

The demands of the teachers task ahead are light. Teachers are expected and can organize a learning process that relies on and implements the four pillars of learning that recommended by the UNESCO International Commission on Education, namely learning to know, learning to do, learn to be and learn to live together.

Teachers are the backbone of educational activities. The success and failure of an educational activity depends on the performance of the teacher [4]. Teacher performance is one part of educational management in the learning process which is closely related to the social context in achieving educational goals effectively and efficiently [5].

Teacher performance indicators according to Rebores about learning performance and professional performance [6]. One of the main factors that determine the quality of

education is the teacher. It's the teacher who are the forefront of creating quality of human resources. Teacher face to face directly with students in class through the teaching and learning process. In hand teachers produce students who quality, both academically, skills, emotional maturity, and moral as well as spiritual.

The teacher is the spearhead educational success and is considered a people who play an important role in achieving educational goals that are a reflection of quality of education. Some of the factors that affect the performance of teachers who

can disclosed, among others: (1) Personality; (2) teacher professional development; (3) Learning the word about “teach”; (4) Established relationships and communication within school environment; (5) Mutualism about school with community; (6) welfare and (7) School climate [7].

### RESEARCH METHODOLOGY

This study used a descriptive qualitative method with a case study research design to provide an overview of the conditions that occurred in the field. This study used observation and interview with the principal and the teachers in the school and other data in the form of archival documentation and photographs support main data.

Technique this qualitative data analysis was carried out interactive. Activities in data analysis on the research is data collection, reduction, data presentation and the last one is conclusion. The research was conducted at SIT Fajar Hidayah Elementary School, because the author teaches in the school. The sample were all teacher in SIT Fajar Hidayah Elementary School.

### RESULT

Principal of SIT Fajar Hidayah Elementary School have the nature of fully delegated authority to the teacher. Everyone is aware of the task and their obligations, so that they feel happy and satisfied for sure, and safe to carry each of his duties. Principal prioritize welfare goals in general and the smooth cooperation of every teacher. The principal use a leader transformational leadership, for the achievement of organizational goals by means of the one that fits the teacher’s soul the most. Everyone is aware of the task and their obligations, so that they feel happy and satisfied for sure, and safe to carry each of his duties.

Principal leadership style in improving teacher discipline that is the school tries to be a role model in school environment. Style leadership applied by the principal in improving teacher discipline, from the results

interview. The principal every morning, the way to do it calling a teacher or message a teacher and directly remind the teacher when its time to teach.

The principal’s steps in improving teacher performance in schools in this new normal era by holding seminars online, and holding training for teachers at least once every two weeks and adding skills everyday such as learning the Al-Qur’an or others that can improve teacher performance.

The constraint by principal in improving performance teachers by arranging class administration and enforce proper regulation time both in terms of attendance and teaching schedule. There are still less teachers able to describe lesson plans and syllabus with right, so the teachers just carry out teaching duties without being accompanied with careful planning. Efforts that carried out by the principal in responding to the problem of the teacher’s responsibility, namely by conduct training for teachers who not regular in elaborating lesson plans and syllabus.

In this school there are very few teachers so many teachers have multiple tasks such as teaching more than one lesson and several classes. It is suspected that the lack of welfare for teachers makes teachers not have work motivation. Motivation is a very important thing in institutions because motivation is what causes, distributes, and support human behavior, so they want to work hard and enthusiastically achieve optimal results.

### CONCLUSION

This study shows that (1) The principal applies transformational leadership style, the principal holds training activities for teacher and improving skills like learn about Al- Qur’an, knowledge about counseling, etc. (2) Constraint the school principals are the decline in teacher discipline, lack of motivation for teacher performance and a low sense of teacher responsibility in learning. Teacher motivation is also very important in improving teacher performance.

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